BAINES CUTLER

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

November 2022

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Contents

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Dear Ben

Teachers are any school's most important resource and with parental expectations as well as financial and educational pressures ever growing, making the best use of teacher time and expertise is likely to be a critical factor in school sustainability and growth over the next decade.

The key questions any school must ask are "how many teachers do we need, what skills do we want them to have and how do we want them to spend their time?". Answering such questions necessitates having a fuller understanding of teacher time loadings, not only as part of delivering the academic timetable, but also in helping schools know what they asking from their teachers in terms of support for their pastoral, co-curricular and boarding programmes and initiatives. Having better information also allows schools to consider whether all their academic subjects, and all the co-curricular activities and clubs they offer are both time-effective for their teachers and cost effective for their school.

In connection with our review of teacher workload at Example Senior Day Boarding School ("SDB"), we are therefore pleased to provide you with a detailed analysis showing how you are currently using your teachers. The analysis is for the 2021/22 academic year and is based on the data you have provided to us for this project via our detailed input forms. If any data is incorrect please let us know but note that any such time analysis will always be a "snapshot", as teachers' time commitments and circumstances will of course be subject to ongoing change and fluctuation.

If you would like our assistance in taking forward some of the issues raised in this report, please let us know. In particular if you wish to understand better the costs or profitability of specific subjects, activities, clubs or year groups, we offer additional Cost and Profit Modules and so please let us know if you would like such further analyses for your school. I hope you find the report helpful.

Yours sincerely

Rhiannon Cutler, Director, Baines Cutler Solutions Ltd

November 2022

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

How to use this Report

Teacher Workload is a complex area and no report can ever capture exactly what every teacher does each day. However, teachers are any school's most precious but most expensive resources and making sure that teachers are used in the best way ought to be the ambition of every school.

We understand that readers of this report may have varied levels of knowledge of their school's teacher deployment and setting arrangements, with some living with this information day to day and others new to the subject. Since this report is necessarily detailed, this section provides a few pointers as to how lay readers might approach determining the issues for their school.

The following is therefore a brief guide of subjects to consider and questions to ask:

1. High-level pupil and teacher data. Are these levels what you expect for your school and have they changed over the last 10 years? If they have changed do you know why and are you satisfied that the current pupil teacher ratio is sustainable in the medium term for your school?
2. Pupils by year-group and subject choices. Are pupil numbers consistent between year groups and have you considered the implications of increasing/decreasing year-groups on your future subject offerings? Looking at the number of pupils taking each subject in each year group is this what you expected? Are the trends in subject choices mirroring your school's USP's or are they new?
3. Teachers by year-groups and subject specialisms. Do you have the right number of teachers for each year-group and subject or are they now out of balance with demand? If so, how can you build into your common room teacher profile sufficient flexibility to deal with these changing demands?
4. "Empty seats" and efficiency. How many "empty seats" (when compared with your school's maximum acceptable class size for that year-group/subject) do you have in each class? Are your class sizes sustainable and if not what can you do about it? Where are the most obvious areas of over staffing? Are there any subjects which are no longer economic to run?
5. Overall time balance. Is your balance between academic and time devoted to other activities right? If not, what needs to change? Does this balance reflect your school's USP's?
6. Detailed time analyses. Look at the analyses by role and by faculty and subject and consider whether any teacher's time balance looks wrong or is too high or too low in total. How can you use your teachers more effectively? Could you use non-teachers to carry out the same role more cost-effectively?
7. Think about the individuals who are your best teachers. Are you using them most effectively and in the areas in which they can contribute most to the school?
8. Are your most popular co-curricular activities those which are your school's USP's or are you simply filling up the co-curricular programme?

We would be pleased to explore any areas in more detail if you wish.

Teacher Workload review

Approach adopted and data collected

The purpose of this workload model is to examine the way in which SDB currently uses its teachers. This means not only looking at each teacher's full academic workload (including the time allocated for marking, preparation and administration), but also looking at what you expect from each teacher by way of commitment to management, pastoral, co-curricular and boarding areas.

This workload review has been carried out by Baines Cutler Solutions ("BCS") and is based on an initial phase of data collection, which requested detailed information from you on how your school's standard day and week operates, what you expect from your teachers, your detailed class settings and timetable and the number of pupils taking each subject and co-curricular activity.

SDB notation

We have set out a fuller list of the information we requested from you at the input stage in Appendix 1. Please note that our work is based on a standardised template and whilst we make every effort to ensure that our categorisations and standardisations reflect as best we can the specific subjects, year-groups, offerings and titles used by SDB, this may not be a perfect fit in every case, since certain subjects or activities can be unique to an individual school. If you have further questions about the categorisations and wordings used in this report, please let us know.

High-Level Teacher Information and Time Summary

This section takes a high-level look at SDB's pupil and teacher numbers, subjects and offerings. Whilst the workload of individual teachers may well fluctuate (both over and under) the standard levels shown below, the tables show what you as a school expect from your teachers in theory and so can act as a foundation against which to benchmark teachers' actual workloads.

Teachers and Pupils

The table below shows how many teachers are included in this workload review and how many pupils are being taught, taken across all your year-groups.

Total Number of Pupils	Total Number of Teachers		Full-time equivalent number of Teachers*	Pupil Teacher Ratio (based on FTE)*	Average Class Size (actual across all subjects and year-groups)
394	58		48.0	8.2	11
	Full-time	42	*These numbers exclude any Teaching Assistants, Sports Coaches or any other supporting/ non-teaching staff		
	Part-time	16			

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

The school day and week

The table below summarises the structure of a working week at SDB in timetabled periods and standard start and finish times. For this report we use this data to convert all the components of a teacher's time back into hours, as a standardised and easily understood measure.

Number of working days per week for a full-time teacher	5.0	days		
Period length	50	minutes		
Total number of timetabled periods/hours per day	7	periods	5.8	hours
Total number of timetabled periods/hours per week	32	periods	26.7	hours

Expectations of a teacher

The table below gives a high-level summary of what is expected from full-time teachers each week; this forms the basis of the *Standard Expectation* of a SDB teacher and provides a base-line against which to compare how you ask individual teachers to use their time. *Actual time* is compared with this expectation later in the report and Appendix 2 provides more detail about how the expectation of a SDB teacher is built up.

The second table below then shows the extent to which part-time teachers are expected to make additional contributions outside of the classroom.

Standard Expectation of a Full-Time Teacher	Periods/Cycle	Hours/Week
Maximum allowable teaching allocation	22	18.33
Maximum Marking, Prep and Admin allocation	10	8.33
Standard Co-curricular Expectation per week		1.67
Standard Tutoring Expectation per week		2.50
Standard expectation for Pastoral/ Boarding commitments per week		1.00
Any Other Standard Expectation of All Teachers		1.50
Total Expected Commitment per week		**33.33**

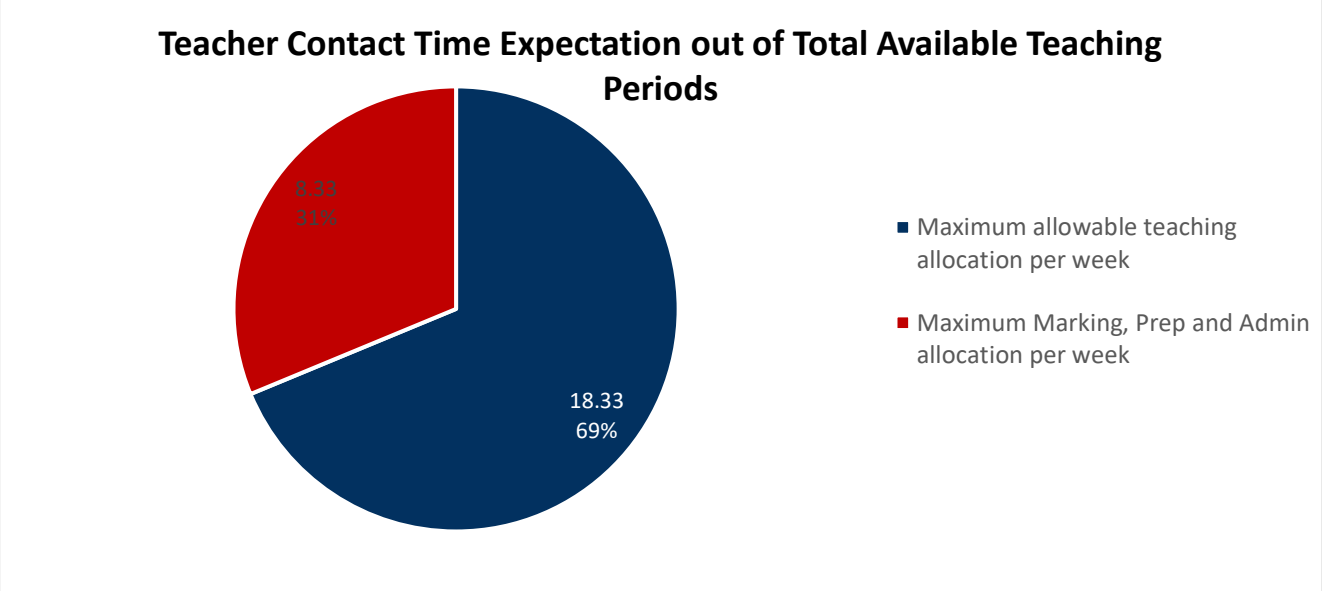
Additional Contribution from a Part-Time Teacher	**Yes/No**
Pro-rata of standard expectation of full-time - co-curricular	No
Pro-rata of standard expectation of full-time - tutoring	No
Pro-rata of standard expectation of full-time - pastoral/boarding	No
Pro-rata of standard expectation of full-time - other standard expectations	No

Example Senior Day Boarding School

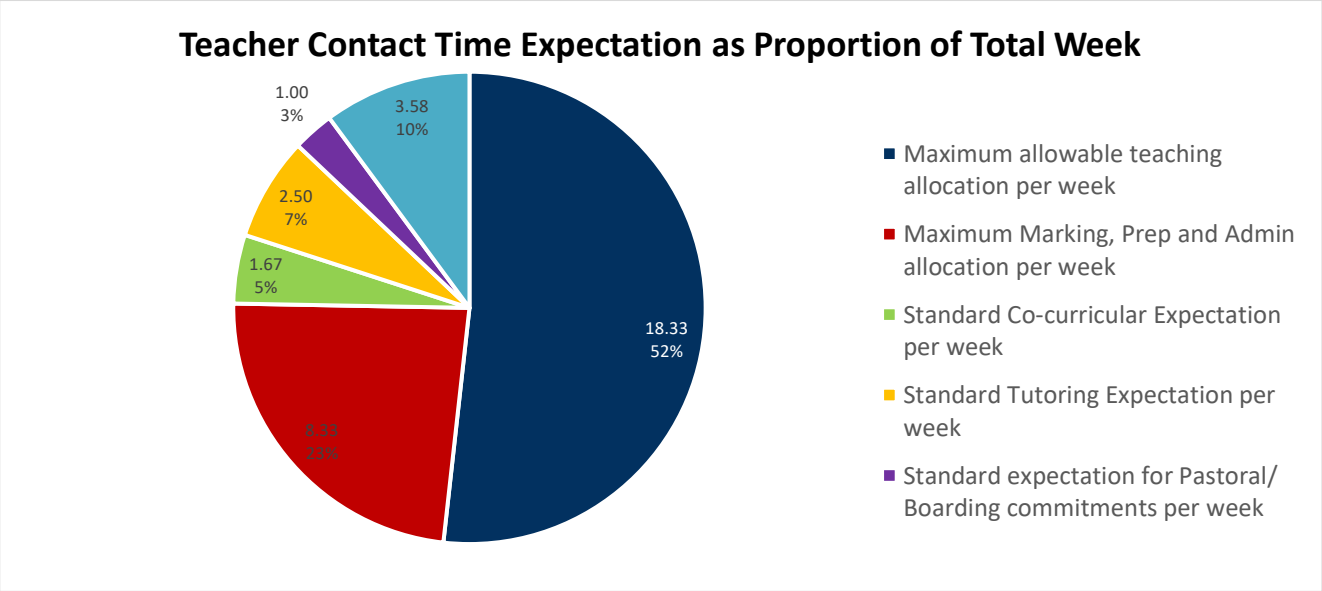
Teacher Workload Review: Time Analysis Report

Teacher Contact Time

The pie chart below shows the expectation of teaching contact time out of the total available number of teaching periods.



The pie chart below then shows this same teaching contact time expectation as a proportion of the total available week (or total 'Paid Time': see Appendix 2), i.e. not just the available teaching periods, along with showing the proportion of the other standard expectations outside the classroom.



Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Subject Overview

The following table provides an overview of the subject offering at SDB, categorised into broad "faculty" areas. We have included in the table subjects which other schools commonly offer but you do not in order to provide context to your school's offering, although we note that very few schools would offer all subjects.

		Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
English	English	✓	✓	✓	✓	✓	×	×
Humanities	Business	×	×	×	✓	✓	✓	✓
	Economics	×	×	×	×	×	✓	✓
	Geography	✓	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓	✓
	Humanities	×	×	×	×	✓	×	×
	Politics	×	×	×	×	×	×	✓
	Psychology	×	×	×	×	×	✓	✓
	Religious Studies	✓	✓	✓	✓	×	✓	×
	Sociology	×	×	×	×	×	✓	✓
Languages	French	✓	✓	✓	✓	✓	✓	✓
	German	✓	✓	✓	✓	✓	✓	×
	Spanish	✓	✓	✓	✓	✓	✓	✓
Maths	Further Maths	×	×	×	×	×	✓	✓
	Maths	✓	✓	✓	✓	✓	✓	✓
Physical Education	Games	✓	✓	✓	✓	✓	✓	✓
	PE	✓	✓	✓	✓	✓	×	×
	PE (Academic)	×	×	×	✓	✓	✓	✓
Science	Biology	×	×	×	✓	✓	✓	✓
	Chemistry	×	×	×	✓	✓	✓	✓
	Physics	×	×	×	✓	✓	✓	✓
	Science	✓	✓	✓	×	×	×	×
Technology & Arts	Art	✓	✓	✓	✓	✓	✓	✓
	Computer Science	×	×	×	✓	✓	✓	✓
	Drama and Theatre	✓	✓	✓	✓	✓	✓	✓
	Film Studies	×	×	×	×	×	✓	×
	Graphic Design	×	×	×	✓	✓	×	✓
	Information Technology	✓	✓	✓	×	×	×	×
	Music	✓	✓	✓	✓	✓	✓	✓
Pastoral Subjects	PSHE	✓	✓	×	×	×	×	×
Other	EPQ	×	×	×	×	×	✓	✓

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Academic Report – Overview

This section of the report examines the academic side of SDB – the number of pupils taking each subject in each year group (based on 2021/22 data), the number of teachers you currently employ who teach each subject and then the average class sizes you are currently running with.

Pupil Numbers taking each Academic Subject

The table below identifies how many pupils are taking each subject in each year group in the academic year 2021/22. Please note that if a subject is taught more than once in any week/period cycle, then it is counted only once. The table does however provide a useful overview of the pupil take-up of SDB's academic offering.

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
Art	57	54	70	16	17	7	8	229
Biology	-	-	-	70	85	11	7	173
Business	-	-	-	22	23	5	5	55
Chemistry	-	-	-	70	53	8	1	132
Computer Science	-	-	-	16	12	3	6	37
Drama and Theatre	57	54	70	19	24	3	7	234
Economics	-	-	-	-	-	4	5	9
English	57	54	80	70	79	-	-	340
EPQ	-	-	-	-	-	10	5	15
Film Studies	-	-	-	-	-	4	-	4
French	19	28	16	12	17	4	2	98
Further Maths	-	-	-	-	-	2	3	5
Games	58	54	70	70	69	41	41	403
Geography	57	54	70	35	27	8	10	261
German	25	28	8	11	7	3	-	82
Graphic Design	-	-	-	9	7	-	6	22
History	57	54	70	27	21	9	11	249
Humanities	-	-	-	-	11	-	-	11
Information Technology	57	54	70	-	-	-	-	181
Maths	57	54	70	70	69	12	5	337
Music	57	54	70	7	16	1	1	206
PE	57	54	70	70	69	-	-	320
PE (Academic)	-	-	-	14	15	3	1	33
Physics	-	-	-	70	69	5	4	148
Politics	-	-	-	-	-	-	6	6
PSHE	57	54	-	-	-	-	-	111
Psychology	-	-	-	-	-	8	13	21
Religious Studies	57	54	70	24	-	8	-	213
Science	57	54	70	-	-	-	-	181
Sociology	-	-	-	-	-	4	6	10
Spanish	41	27	31	20	22	2	1	144
Total	827	785	905	722	712	165	154	4,270

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Total and FTE Teacher Numbers for each Academic Subject

Looking at just pupil numbers is of course only half the story (it is the "demand" for each subject if you like). The other half is the number of teachers SDB employs (the "supply" of teachers to meet that demand if you like). The table below therefore shows (in the final column) the total number of teachers available to teach each academic subject (but makes no allowance as to whether or not they are full-time or part-time i.e. it is simply the number of individuals), and then the rest of the table expresses this same information in **full-time equivalents ("FTE's").**

Note that the information below only relates to each teacher's teaching activity (including prep., marking etc) - co-curricular, pastoral, boarding and management roles, are considered elsewhere.

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total FTE	Teacher Count
Art	0.09	0.07	0.26	0.14	0.14	0.12	0.12	0.94	4
Biology	-	-	-	0.24	0.26	0.12	0.12	0.73	4
Business	-	-	-	0.07	0.09	0.07	0.12	0.35	3
Chemistry	-	-	-	0.19	0.16	0.09	0.07	0.52	4
Computer Science	-	-	-	0.07	0.07	0.12	0.12	0.38	1
Drama and Theatre	0.09	0.21	0.12	0.16	0.14	0.24	0.12	1.08	3
Economics	-	-	-	-	-	0.07	0.12	0.19	2
English	0.28	0.28	0.35	0.47	0.47	-	-	1.86	5
EPQ	-	-	-	-	-	0.09	0.02	0.12	1
Film Studies	-	-	-	-	-	0.12	-	0.12	2
French	0.07	0.07	0.14	0.07	0.14	0.12	0.12	0.73	4
Further Maths	-	-	-	-	-	0.09	0.12	0.21	2
Games	0.42	0.42	0.47	0.47	0.49	0.49	0.49	3.27	12
Geography	0.19	0.14	0.24	0.21	0.14	0.12	0.12	1.15	4
German	0.07	0.07	0.07	0.07	0.07	0.12	-	0.47	2
Graphic Design	-	-	-	0.07	0.07	-	0.12	0.26	1
History	0.19	0.14	0.24	0.21	0.14	0.12	0.12	1.15	4
Humanities	-	-	-	-	0.07	-	-	0.07	1
Information Technology	0.09	0.07	0.12	-	-	-	-	0.28	2
Maths	0.28	0.28	0.35	0.47	0.47	0.19	0.12	2.16	6
Music	0.09	0.07	0.12	0.07	0.14	0.09	0.09	0.68	2
PE	0.14	0.14	0.16	0.12	0.14	-	-	0.71	7
PE (Academic)	-	-	-	0.09	0.16	0.09	0.12	0.47	6
Physics	-	-	-	0.24	0.24	0.12	0.12	0.71	3
Politics	-	-	-	-	-	-	0.12	0.12	2
PSHE	0.09	0.07	-	-	-	-	-	0.16	5
Psychology	-	-	-	-	-	0.12	0.09	0.21	2
Religious Studies	0.09	0.07	0.12	0.24	-	0.12	-	0.64	3
Science	0.40	0.28	0.47	-	-	-	-	1.15	7
Sociology	-	-	-	-	-	0.16	0.12	0.28	2
Spanish	0.14	0.07	0.14	0.14	0.14	0.12	0.02	0.78	3
Total	2.75	2.47	3.36	3.81	3.76	3.11	2.68	21.95	

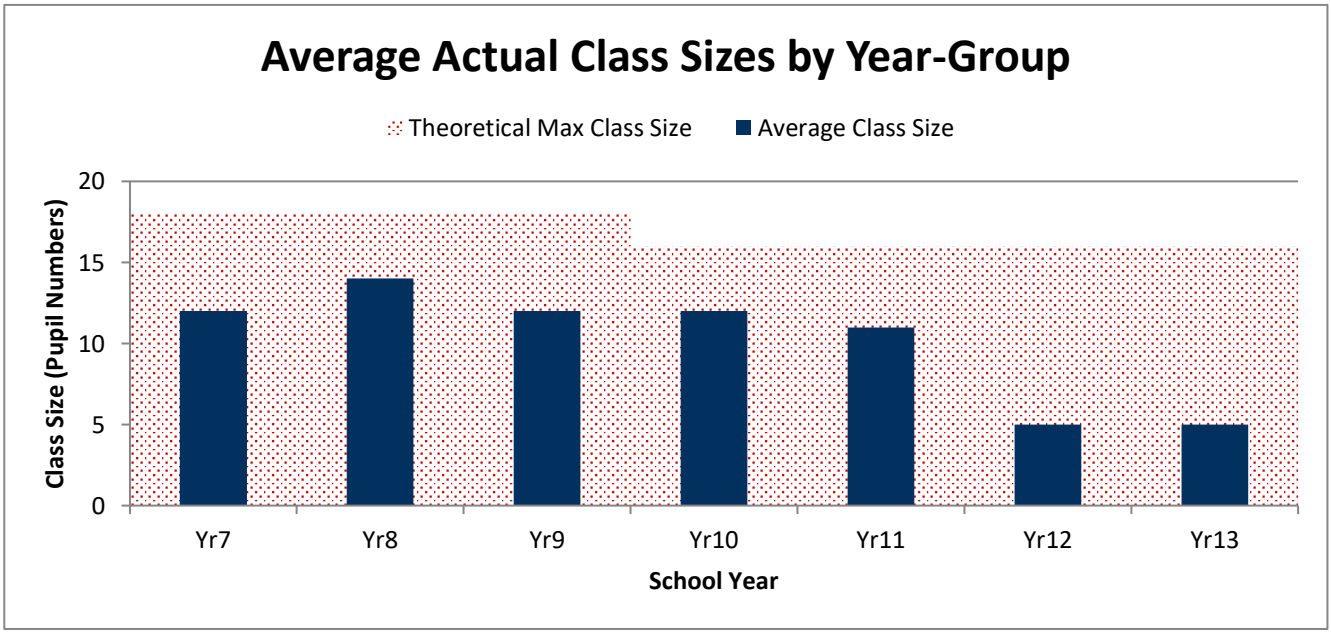
Example Senior Day Boarding School

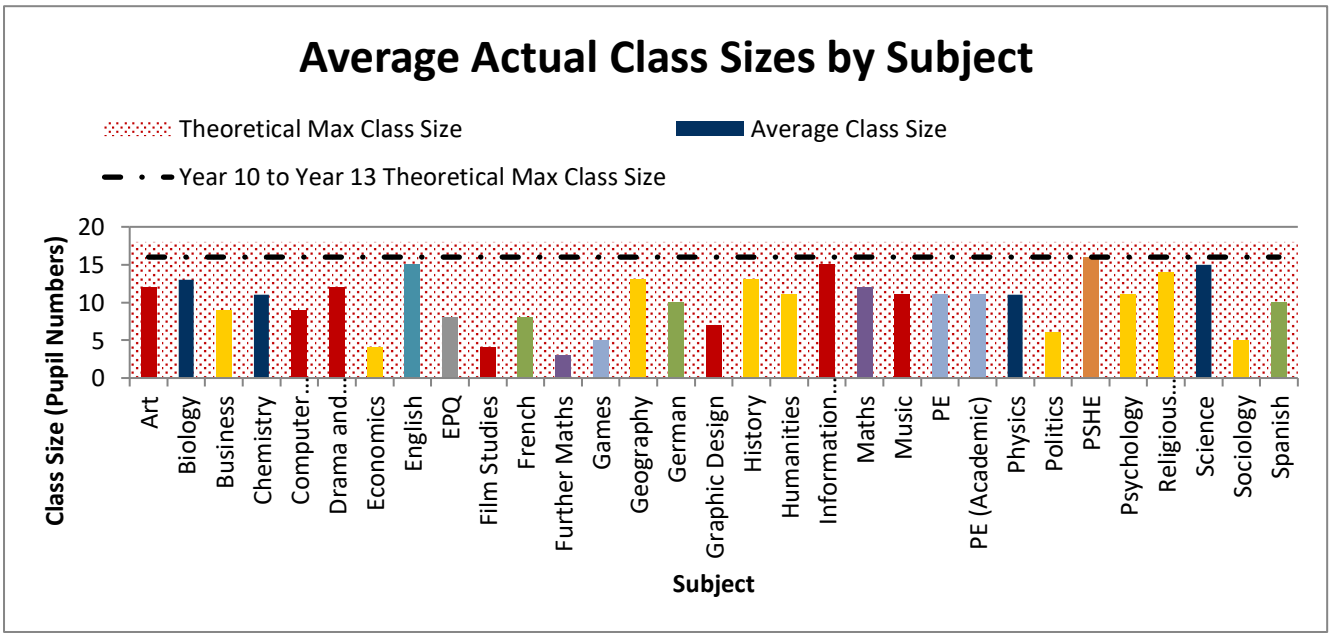
Teacher Workload Review: Time Analysis Report

Class Sizes

This section looks at class sizes, by year-group and by subject. The number of pupils in each class is based on the detailed setting data you have provided to us. As part of the information supplied, you provided us with a *theoretical maximum class size* for each year group, which represents the largest number of pupils you would be comfortable with in one set group, before creating a new class/set. We understand that class sizes may occasionally rise above this maximum and that you may seek to offer smaller classes for particular subjects or year groups. However, this theoretical maximum is useful in that it provides a high-level efficiency guide to setting and class sizes.

The following graphs depict SDB's current class sizes by year-group and subject. In each case actual class sizes are shown compared with/against your **theoretical maximum class size of 18 for years 7 to 13 and 16 for Year 10 to Year 13** (the red shade behind the blue bars).





Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Average Class Size for each subject and year-group combination

The table below shows the average class sizes for each subject and year-group combination.

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Average
Art	14	18	14	8	9	7	8	11
Biology	-	-	-	14	14	11	7	12
Business	-	-	-	11	12	5	5	8
Chemistry	-	-	-	14	13	8	1	9
Computer Science	-	-	-	16	12	3	6	9
Drama and Theatre	14	18	14	10	12	3	7	11
Economics	-	-	-	-	-	4	5	5
English	14	14	16	14	16	-	-	15
EPQ	-	-	-	-	-	10	5	8
Film Studies	-	-	-	-	-	4	-	4
French	10	14	8	12	9	4	2	8
Further Maths	-	-	-	-	-	2	3	3
Games	6	5	6	6	6	4	4	5
Geography	14	18	14	12	14	8	10	13
German	13	14	8	11	7	3	-	9
Graphic Design	-	-	-	9	7	-	6	7
History	14	18	14	9	11	9	11	12
Humanities	-	-	-	-	11	-	-	11
Information Technology	14	18	14	-	-	-	-	15
Maths	14	14	14	14	14	6	5	12
Music	14	18	14	7	8	1	1	9
PE	10	9	10	14	12	-	-	11
PE (Academic)	-	-	-	14	15	3	1	8
Physics	-	-	-	14	14	5	4	9
Politics	-	-	-	-	-	-	6	6
PSHE	14	18	-	-	-	-	-	16
Psychology	-	-	-	-	-	8	13	11
Religious Studies	14	18	14	12	-	8	-	13
Science	14	18	14	-	-	-	-	15
Sociology	-	-	-	-	-	4	6	5
Spanish	10	14	16	10	11	2	1	9

Academic Report – Analysis

We have analysed your pupil, teacher and class size data in several ways. These are firstly the number and proportions of "empty seats" you have in each year-group/subject combination (based on your theoretical maximum class size), and then your "setting efficiency" i.e. whether based on this theoretical maximum it would be possible (all other things being equal) for you to operate with a smaller number of sets. This is an important point as we often find schools with lower subject take-ups than expected fill up their teacher timetables but at the cost of sub-economic class sizes. Finally, based on a perfectly efficient timetable, we provide information on the specific subjects and year-groups which might merit further examination.

"Empty Seats"

When looking at pupil and class numbers, it is traditional for a school to look at how many seats in a particular class are occupied i.e. the pupil teacher ratio. However, from an efficiency/cost perspective it is just as important to look in parallel at how many "empty seats" you have in each class since in theory you could provide education to that number of extra pupils at little or no extra cost and for each one you are in effect paying your teacher to teach a pupil who is "missing".

In our experience this problem of "empty seats" is quite a big one for many schools in that, with teacher numbers usually decided upon each Spring, but pupil numbers and subject choices often not resolved until the late Summer, it is all too easy for schools which do not have enough students taking that subject to simply reduce class sizes – keeping their teachers "fully occupied" but with sub-economic class sizes.

The tables below firstly express the actual average class sizes as a proportion of your theoretical maximum class size (showing how full your classes are on average), and the second table then shows how many "empty seats" are in each year-group/subject combination when compared with this theoretical maximum. A positive number indicates a class operating at above your theoretical maximum.

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

How Full are your Classes – Average Percentages by Year Group and Subject

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Art	79%	100%	78%	50%	53%	44%	50%
Biology				88%	89%	69%	44%
Business				73%	72%	31%	31%
Chemistry				88%	83%	50%	6%
Computer Science				100%	75%	19%	38%
Drama and Theatre	79%	100%	78%	63%	75%	19%	44%
Economics						25%	31%
English	80%	75%	89%	88%	99%		
EPQ						63%	31%
Film Studies						25%	
French	53%	78%	44%	75%	53%	25%	13%
Further Maths						13%	19%
Games	32%	30%	35%	40%	39%	23%	23%
Geography	79%	100%	78%	73%	84%	50%	63%
German	69%	78%	44%	69%	44%	19%	
Graphic Design				56%	44%		38%
History	79%	100%	78%	56%	66%	56%	69%
Humanities					69%		
Information Technology	79%	100%	78%				
Maths	79%	67%	78%	88%	86%	38%	31%
Music	79%	100%	78%	44%	50%	6%	6%
PE	53%	50%	56%	88%	72%		
PE (Academic)				88%	94%	19%	6%
Physics				88%	86%	31%	25%
Politics							38%
PSHE	79%	100%					
Psychology						50%	81%
Religious Studies	79%	100%	78%	72%		50%	
Science	78%	100%	78%				
Sociology						25%	38%
Spanish	57%	75%	86%	63%	69%	13%	6%

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Empty Seats – Numbers by Year Group and Subject

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
Art	(15)	-	(20)	(16)	(15)	(9)	(8)	(83)
Biology	-	-	-	(10)	(11)	(5)	(9)	(35)
Business	-	-	-	(10)	(9)	(11)	(11)	(41)
Chemistry	-	-	-	(10)	(11)	(8)	(15)	(44)
Computer Science	-	-	-	-	(4)	(13)	(10)	(27)
Drama and Theatre	(15)	-	(20)	(13)	(8)	(13)	(9)	(78)
Economics	-	-	-	-	-	(12)	(11)	(23)
English	(15)	(18)	(10)	(10)	(1)	-	-	(54)
EPQ	-	-	-	-	-	(6)	(11)	(17)
Film Studies	-	-	-	-	-	(12)	-	(12)
French	(17)	(8)	(20)	(4)	(15)	(12)	(14)	(90)
Further Maths	-	-	-	-	-	(14)	(13)	(27)
Games	(122)	(126)	(128)	(106)	(107)	(135)	(135)	(859)
Geography	(15)	-	(20)	(13)	(5)	(8)	(6)	(67)
German	(11)	(8)	(10)	(5)	(9)	(13)	-	(56)
Graphic Design	-	-	-	(7)	(9)	-	(10)	(26)
History	(15)	-	(20)	(21)	(11)	(7)	(5)	(79)
Humanities	-	-	-	-	(5)	-	-	(5)
Information Technology	(15)	-	(20)	-	-	-	-	(35)
Maths	(15)	(18)	(20)	(10)	(11)	(20)	(11)	(105)
Music	(15)	-	(20)	(9)	(16)	(15)	(15)	(90)
PE	(51)	(54)	(56)	(10)	(27)	-	-	(198)
PE (Academic)	-	-	-	(2)	(1)	(13)	(15)	(31)
Physics	-	-	-	(10)	(11)	(11)	(12)	(44)
Politics	-	-	-	-	-	-	(10)	(10)
PSHE	(15)	-	-	-	-	-	-	(15)
Psychology	-	-	-	-	-	(8)	(3)	(11)
Religious Studies	(15)	-	(20)	(8)	-	(8)	-	(51)
Science	(15)	-	(20)	-	-	-	-	(35)
Sociology	-	-	-	-	-	(12)	(10)	(22)
Spanish	(31)	(9)	(5)	(12)	(10)	(14)	(15)	(96)
Total	(397)	(241)	(409)	(286)	(296)	(379)	(358)	(2,366)

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Efficiency of Setting

Just because a class has empty seats does not mean that the school has settled that subject inefficiently – there may not be enough pupils taking a subject in a particular year. The table below is a summary of what we are loosely calling the 'efficiency' of all set groups in SDB.

We define a school's setting as being 100% efficient if there is currently no way of rearranging pupil numbers to reduce the number of set groups, based on the maximum class size. A school's setting may therefore be 100% efficient even though a class is not full. Taking an example, if a subject is showing a 50% efficiency it means that the school is (say) teaching 4 set groups currently, but if the theoretical maximum class size was adhered to it could reduce this to 2 set groups, hence it is 50% efficient. Any number over 100% means a school is already running some class sizes above the theoretical maximum.

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Art	100%	100%	80%	50%	100%	100%	100%
Biology				100%	100%	100%	100%
Business				100%	100%	100%	100%
Chemistry				100%	100%	100%	100%
Computer Science				100%	100%	100%	100%
Drama and Theatre	100%	100%	80%	100%	100%	100%	100%
Economics						100%	100%
English	100%	75%	100%	100%	100%		
EPQ						100%	100%
Film Studies						100%	
French	100%	100%	50%	100%	100%	100%	100%
Further Maths						100%	100%
Games	40%	30%	36%	45%	45%	27%	27%
Geography	100%	100%	80%	100%	100%	100%	100%
German	100%	100%	100%	100%	100%	100%	
Graphic Design				100%	100%		100%
History	100%	100%	80%	67%	100%	100%	100%
Humanities					100%		
Information Technology	100%	100%	80%				
Maths	100%	75%	80%	100%	100%	50%	100%
Music	100%	100%	80%	100%	50%	100%	100%
PE	67%	50%	57%	100%	83%		
PE (Academic)				100%	100%	100%	100%
Physics				100%	100%	100%	100%
Politics							100%
PSHE	100%	100%					
Psychology						100%	100%
Religious Studies	100%	100%	80%	100%		100%	
Science	100%	100%	80%				
Sociology						100%	100%
Spanish	75%	100%	100%	100%	100%	100%	100%

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Subject Impact

The table below extracts from the previous one how many set groups could theoretically be removed from each year group and from which subjects, if Example Senior Day Boarding School was to adhere to its class size maximums. We quite accept that doing this in practice might be problematic, both in timetabling a perfect setting of subjects and options from a pupil's perspective and having teachers available at the right time of the week/day to do this. However, the table provides an overview of the subjects/years which could be examined further. Any year/subject combinations shown as being negative are those where pupil numbers currently exceed the school's theoretical maximum class size. If the number shown for a subject/year group is positive, this is the number of sets by which the current number (in theory) could be reduced by.

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Art	0	0	1	1	0	0	0
Drama and Theatre	0	0	1	0	0	0	0
English	0	1	0	0	0	0	0
French	0	0	1	0	0	0	0
Games	6	7	7	6	6	8	8
Geography	0	0	1	0	0	0	0
History	0	0	1	1	0	0	0
Information Technology	0	0	1	0	0	0	0
Maths	0	1	1	0	0	1	0
Music	0	0	1	0	1	0	0
PE	2	3	3	0	1	0	0
Religious Studies	0	0	1	0	0	0	0
Science	0	0	1	0	0	0	0
Spanish	1	0	0	0	0	0	0
Potential Set Group Savings	**9**	**12**	**20**	**8**	**8**	**9**	**8**
Set Groups Running over Max	0	0	0	0	0	0	0

Usage of Time Report

Approach adopted

Teachers are asked to do many more things than just teaching and this section of the report examines the way in which SDB asks teachers to use their time, not only in relation to their academic subject load but in other areas of school life. The charts have been prepared from the data you provided to us. Clearly no such analysis can ever capture the myriad tasks each teacher undertakes. However, by comparing teachers with similar roles or loadings, or by looking at how individual subjects compare with other subjects, this shows what you as a school expect from teachers and so acts as a solid foundation against which to compare actual workloads. It can also help you to decide how to approach potential class-size or subject changes identified in the previous section.

Methodology

In preparing the time analyses below we compared each teacher's loading and time analysis with the standard expectation of what constitutes a full day/week. We then split each teacher's time into the following components:

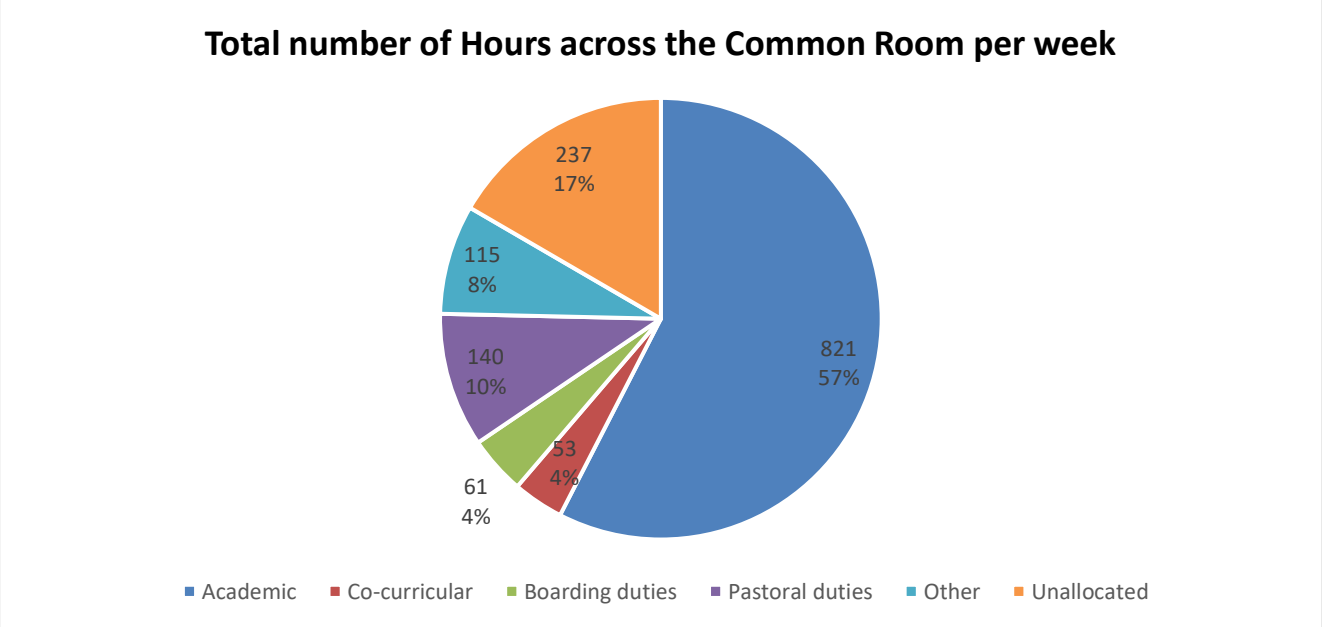
- Total Hours taught: this is the teacher's contact time for academic lessons, i.e. how much time they are timetabled to actually be in the classroom teaching
- Non-Directed Committed Time: admin, marking and preparation. This will be directly proportional to their contact hours in the classroom, unless you have specified otherwise
- Total Co-curricular Hours: time spent in running or assisting in co-curricular activities
- Total Tutor Hours: time spent on additional tutoring (for example when associated with a boarding House)
- Pastoral/ Boarding Commitments: this is any contact time spent by teacher with a pupil not related either to academia or any timetabled activity (an evening duty once a week for example), it must also include time for any boarding specific role duties, i.e. a Housemaster's 'on duty' time
- Time Remission for Role: this is the time that is taken off a teacher's maximum allowable timetabled periods to allow management of a specific duty, i.e. Head of Department or Deputy Head duties (not including remissions *from* duty)
- Other Compulsory Duties: Any other standard expectation of a teacher, for example a Saturday duty, a one-off time remission for managing school buses, etc.
- Unallocated Time: as discussed above, this is the difference between the expectation placed on teachers and the actual time spent on different areas

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

High-level time summary – Whole Common Room

The pie-chart below provides a high-level summary of how time is spent at SDB, showing the balance between academic time (which includes marking and preparation) and time allocated to other areas.



Detailed Teaching Weekly Allocations by Role

The following pages show detailed time graphs for each teacher, with different areas of time spent coloured differently, to show how the balance of each teacher's time is currently made up.

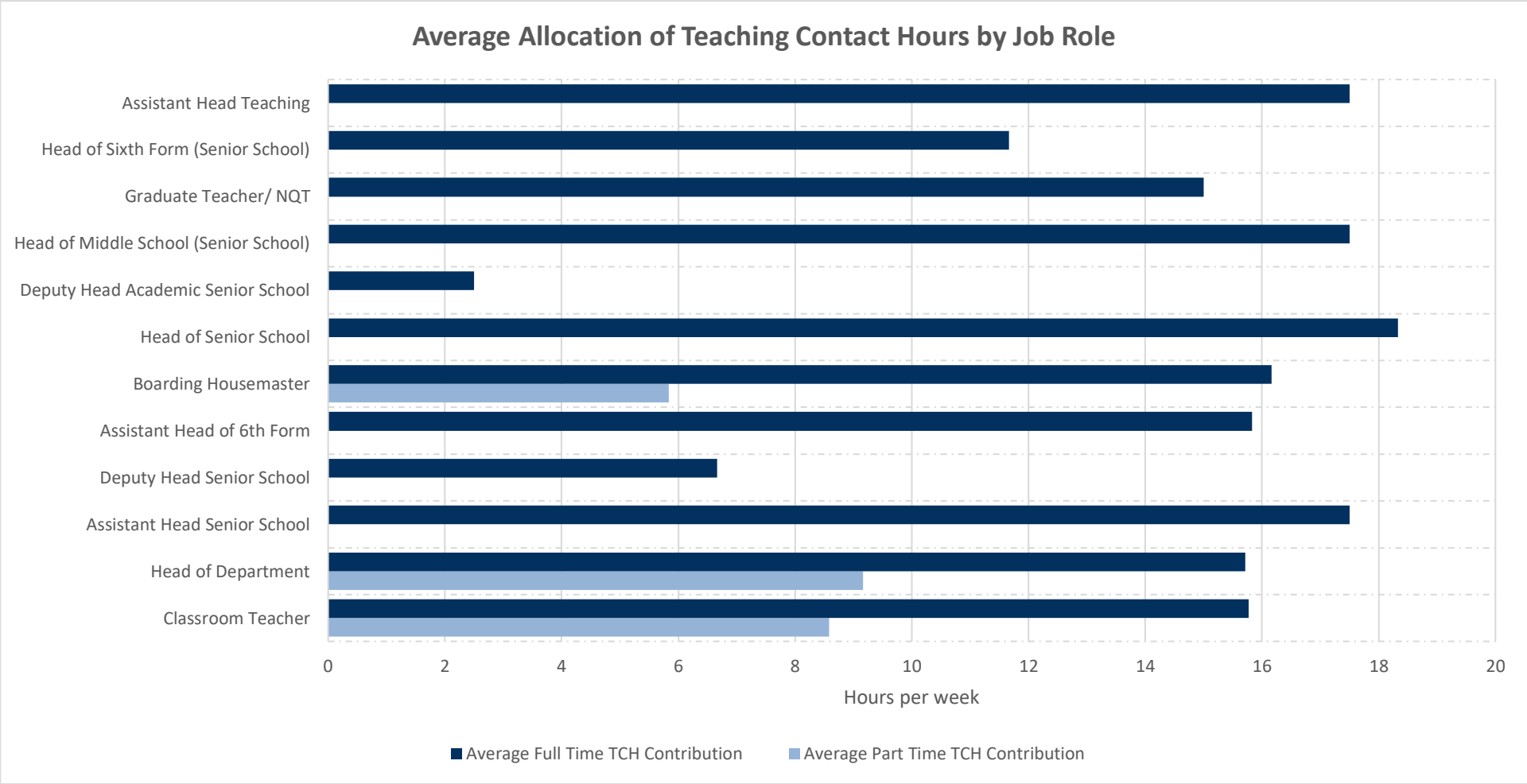
We have grouped these charts in different ways – by subject, by role etc. to facilitate comparison between teachers and between departments. We have provided data below for (in turn):

- Overall average teaching contact hour allocation by role
- Full-time classroom teachers with no additional responsibilities
- Part-time classroom teachers with no additional responsibilities (actual time)
- Part-time classroom teachers with no additional responsibilities (actual time grossed up to full-time equivalent levels)
- Heads of Department
- All teachers for a specific subject. We show examples of all the major faculties including the English, Humanities, Languages and Maths departments

Time graphs for other faculties, years, departments and roles are available upon request, as are reports for bespoke groupings

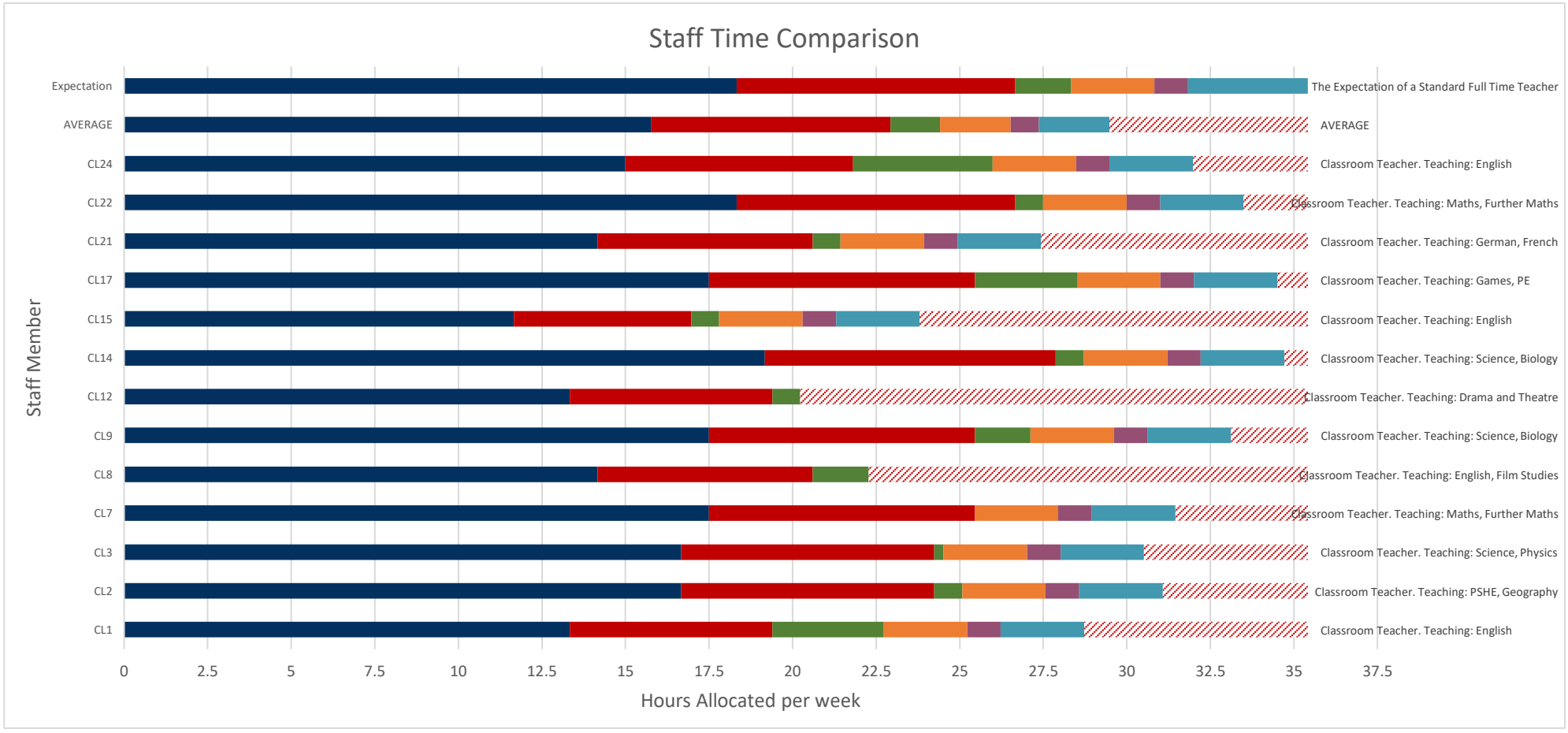
Overall Teaching Allocation by Role

Academic time will always constitute the largest component of a teacher's time, but the extent of this will vary by role. For example, those in management or senior roles typically teach fewer periods than those without such responsibilities. The chart below gives the average number of teaching contact hours for full-time and part-time teachers by type of role at SDB.



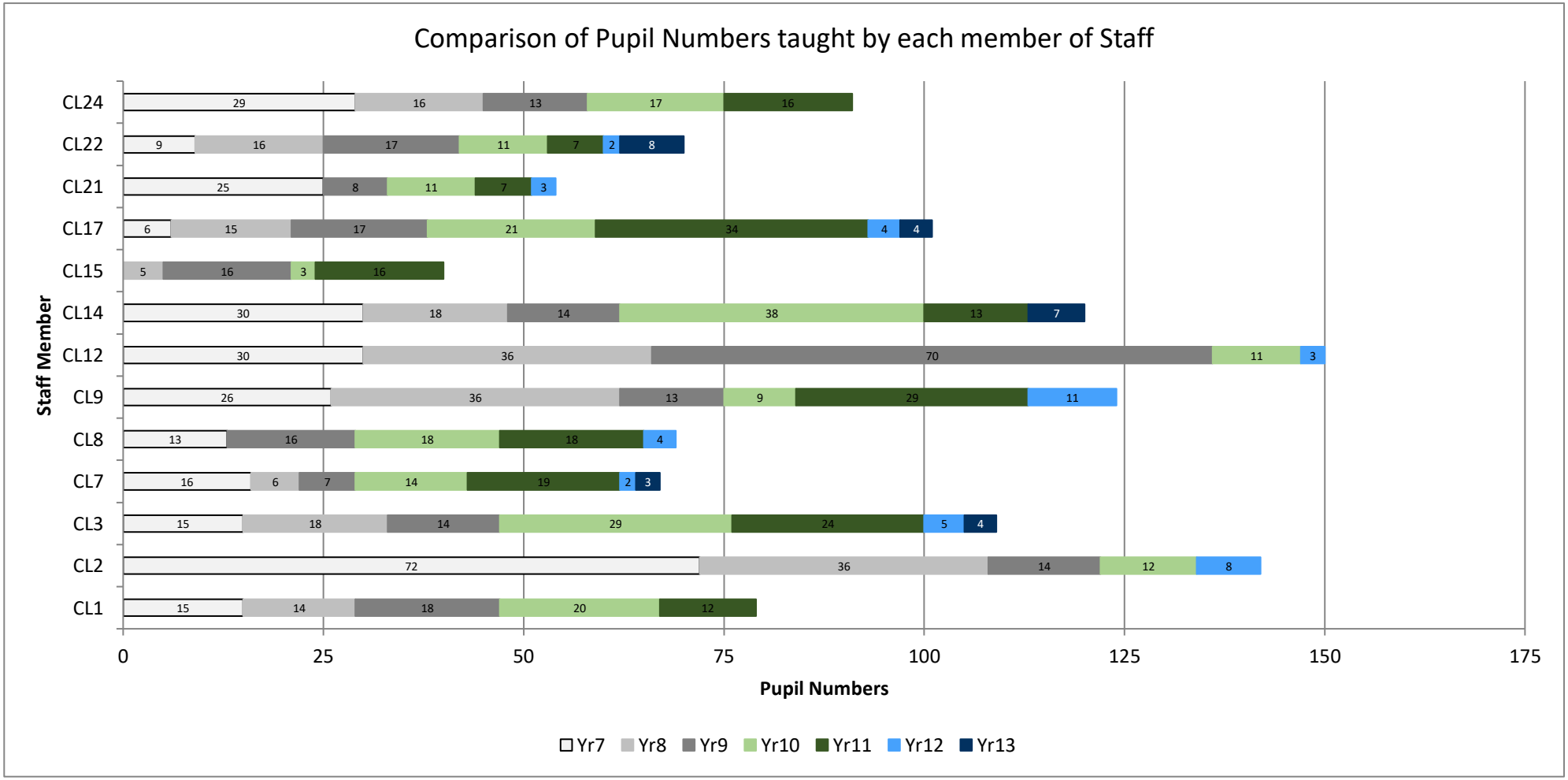
Full-Time Classroom Teachers Weekly Allocation

This graph shows the balance of workload allocated to your Full-time Classroom Teachers only (i.e. a teacher who has no additional responsibilities), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Full-Time Classroom Teachers Pupil Numbers Taught

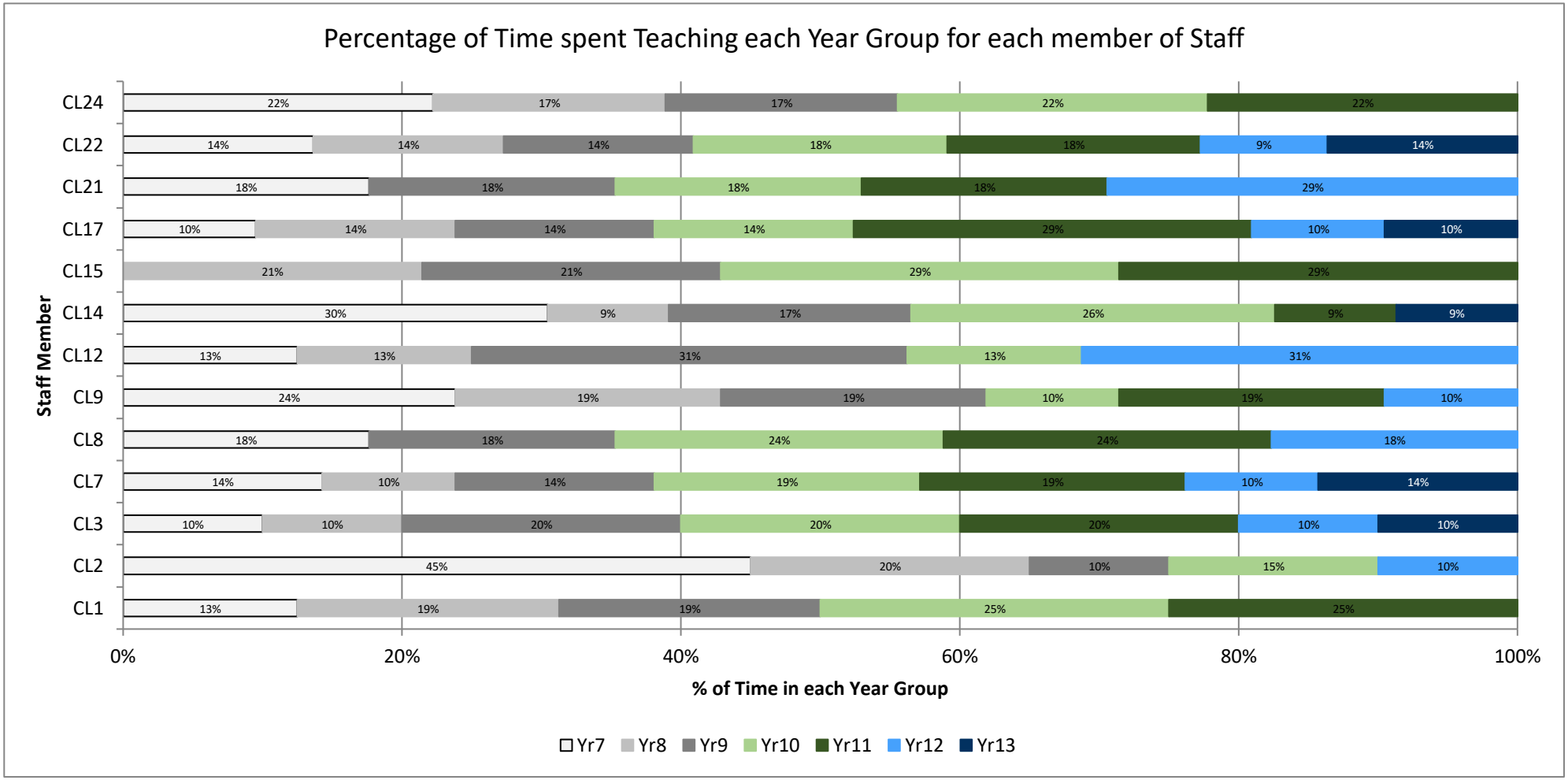
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Full-Time Classroom Teacher Percentage of Time Teaching each Year Group

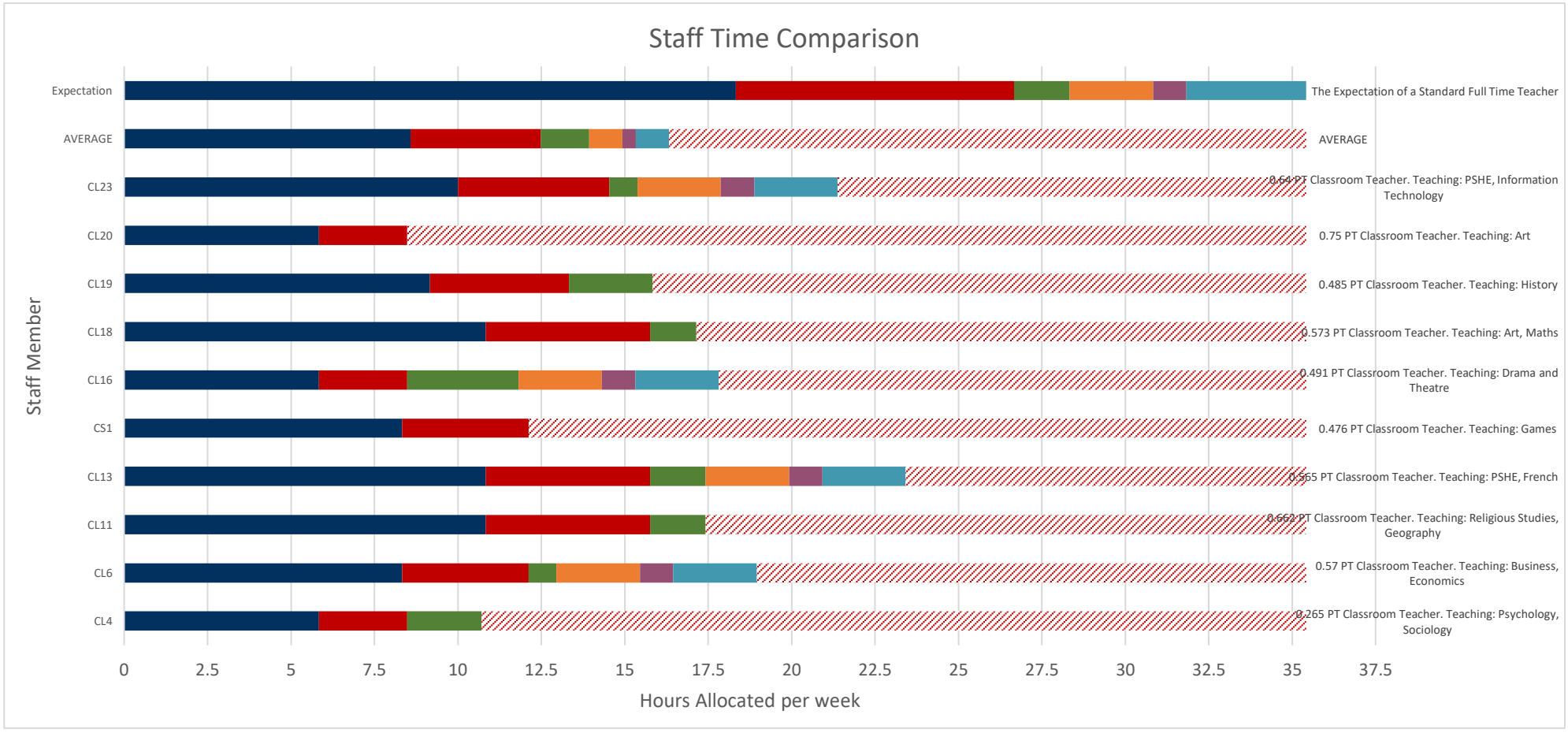
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

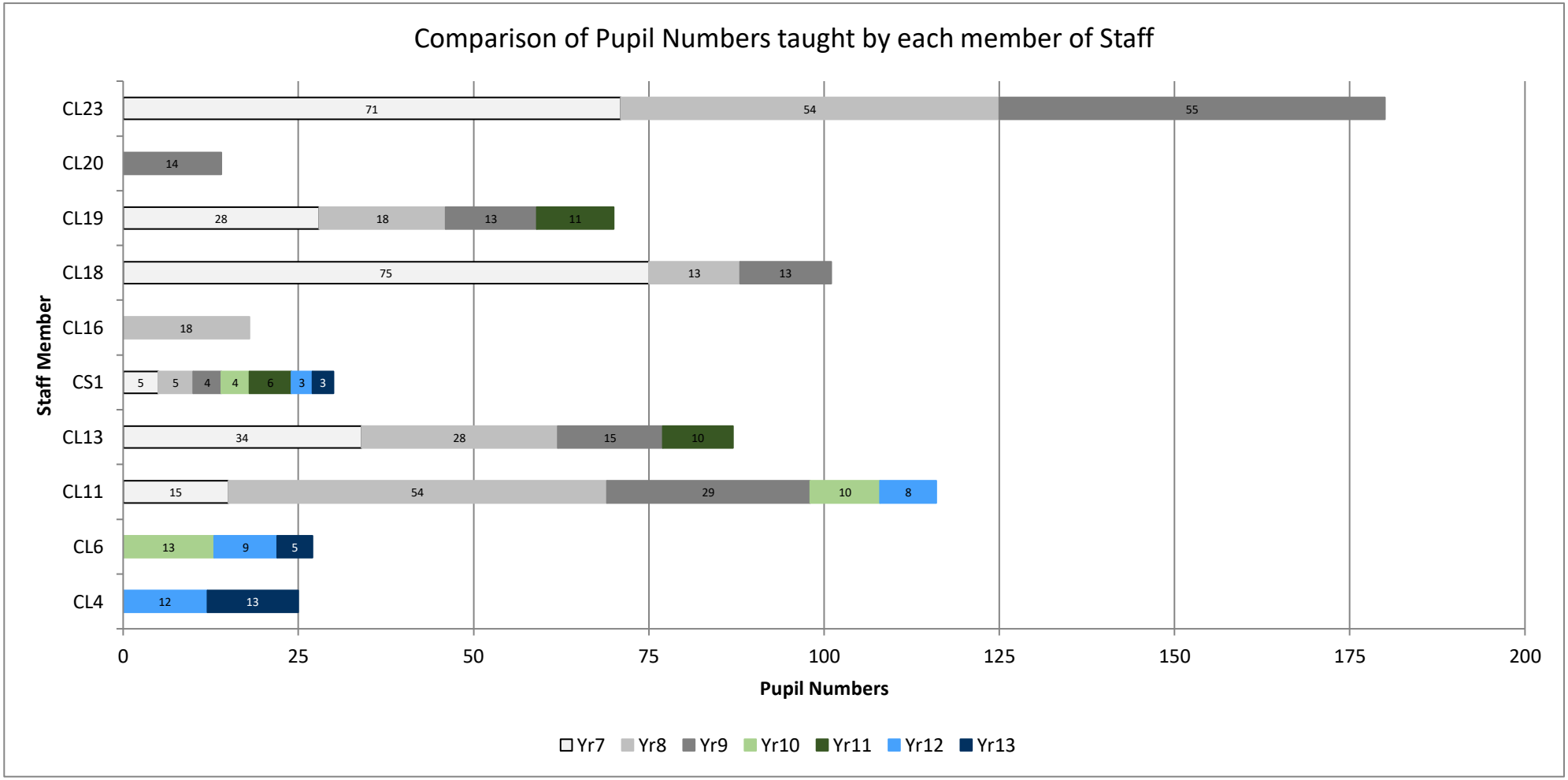
Part-Time Classroom Teachers Actual Weekly Hour Allocation

This graph shows the workload allocated to your Part-time Classroom Teachers (i.e. actual time allocated to a part-time teacher with no additional responsibilities) against the expectation of a standard full-time teacher and the average actual balance for that group.



Part-Time Classroom Teachers Pupil Numbers Taught

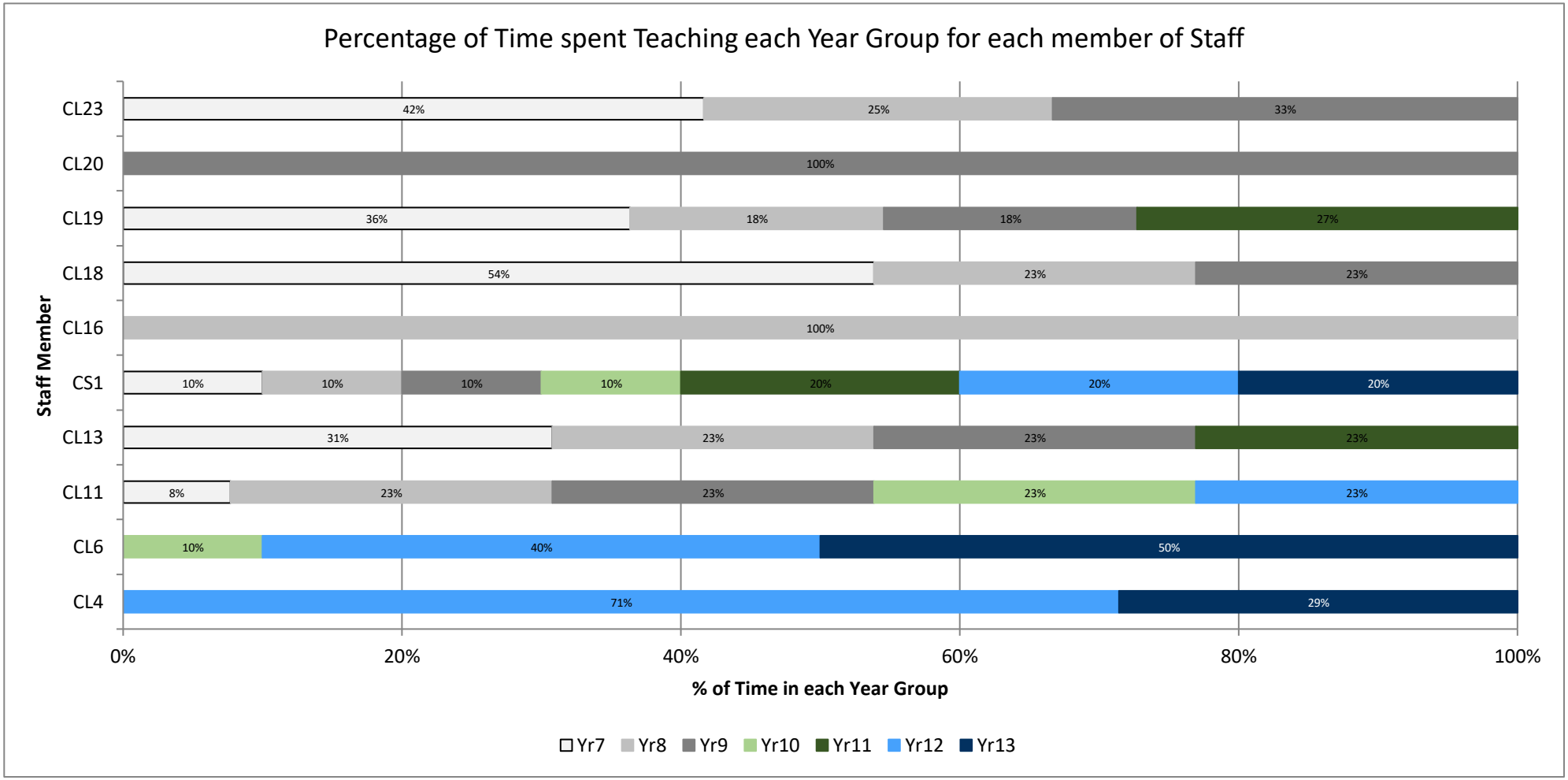
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Part-Time Classroom Teacher Percentage of Time Teaching each Year Group

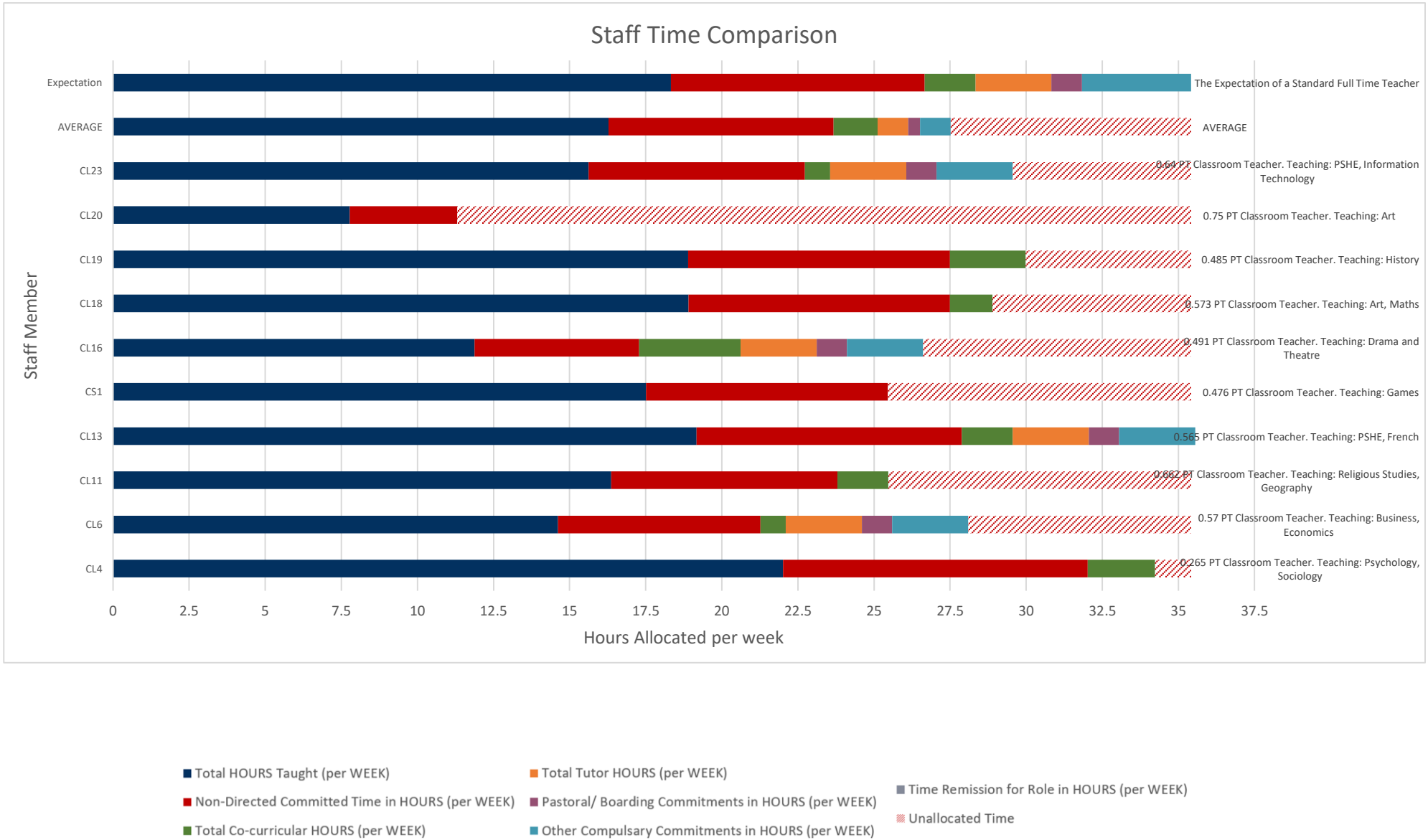
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

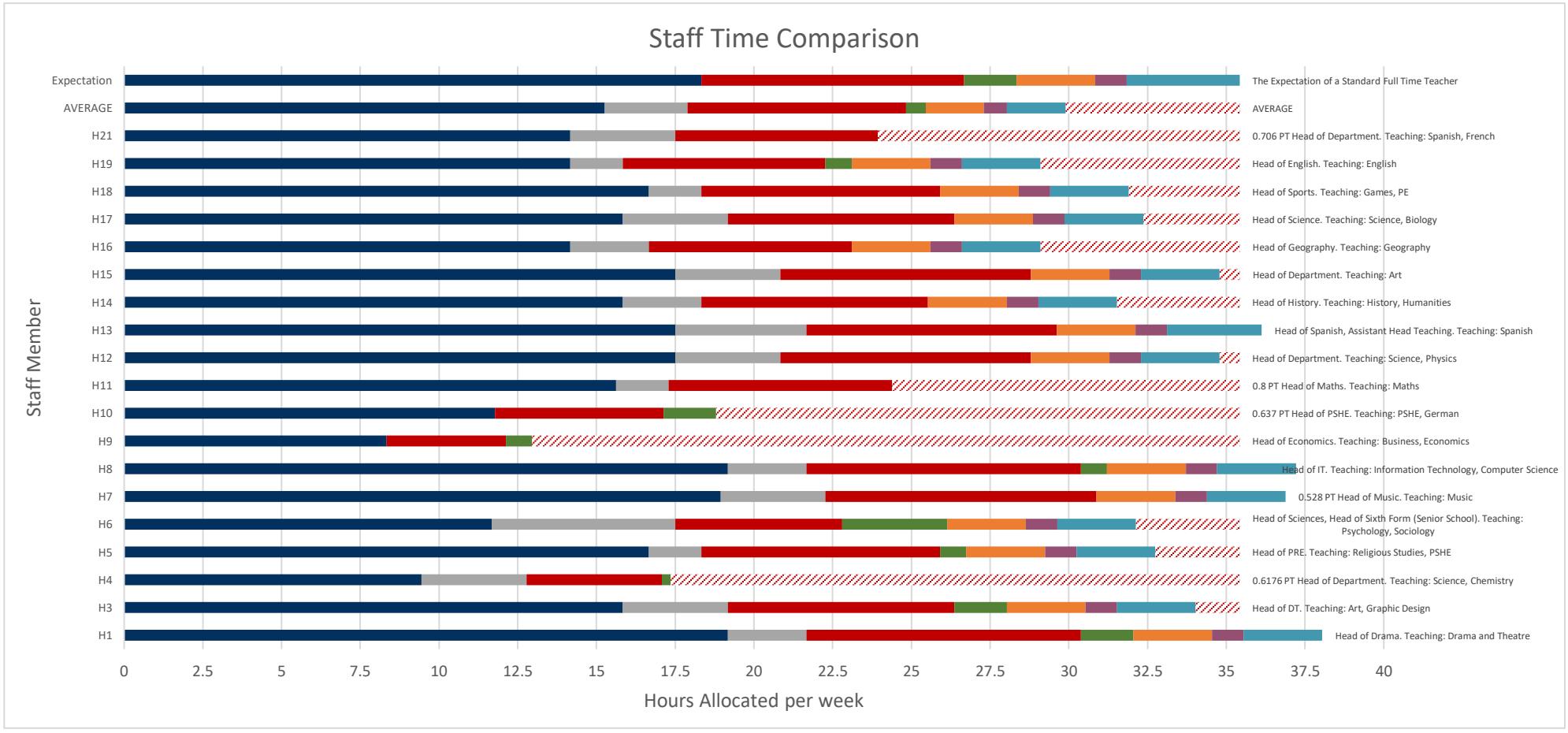
Part-Time Classroom Teachers Weekly Allocation Grossed-up by FTE

This graph shows the workload allocated to your Part-time Classroom Teachers only, after grossing-up their hours by their FTE percentage, against the against the expectation of a standard full-time teacher and the average actual balance for that group.



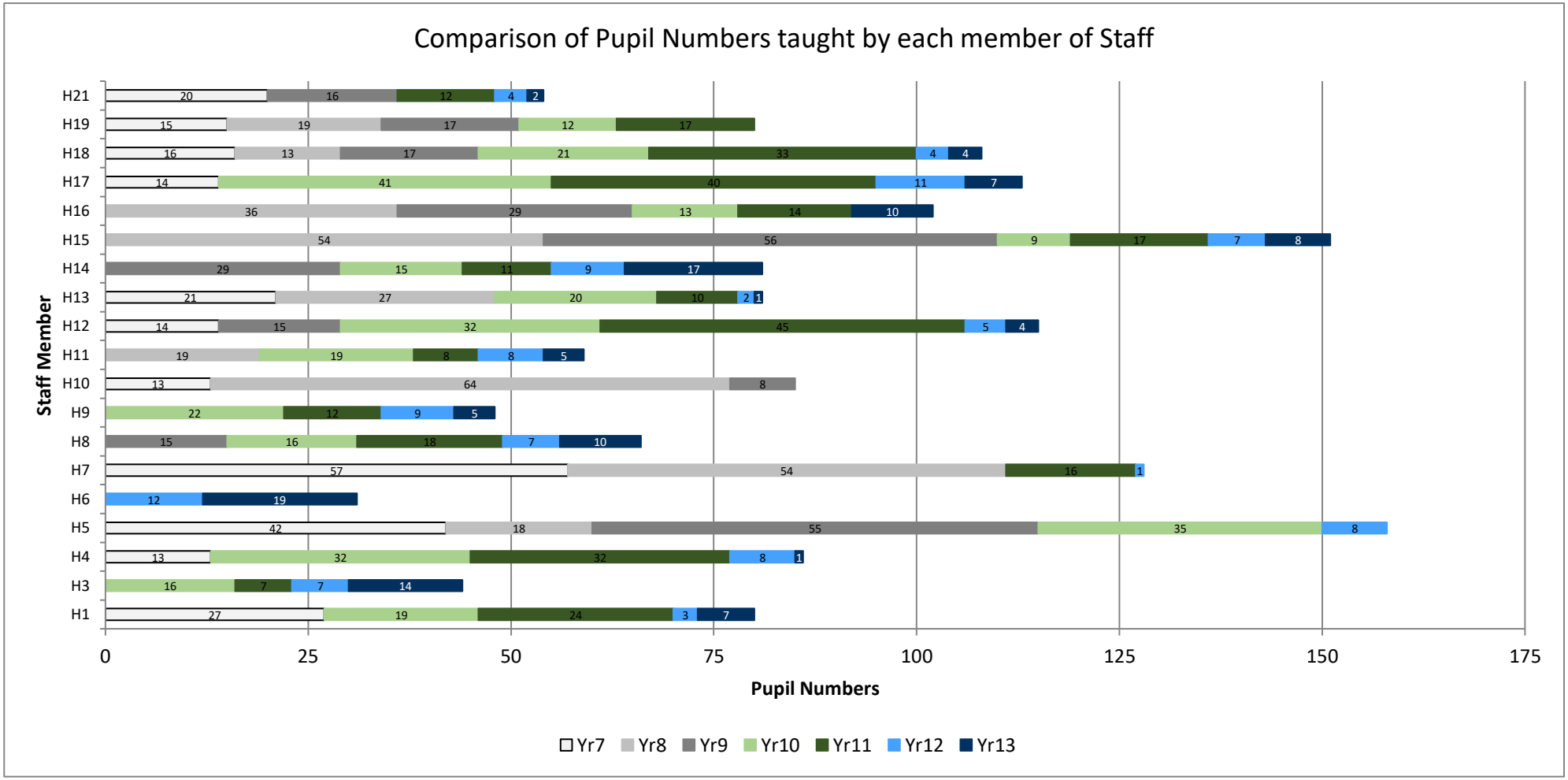
Heads of Department Weekly Allocation

This graph shows the workload allocated to your Heads of Department, regardless of whether they are Full or Part-time ("PT") teachers, against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Heads of Department Pupil Numbers Taught

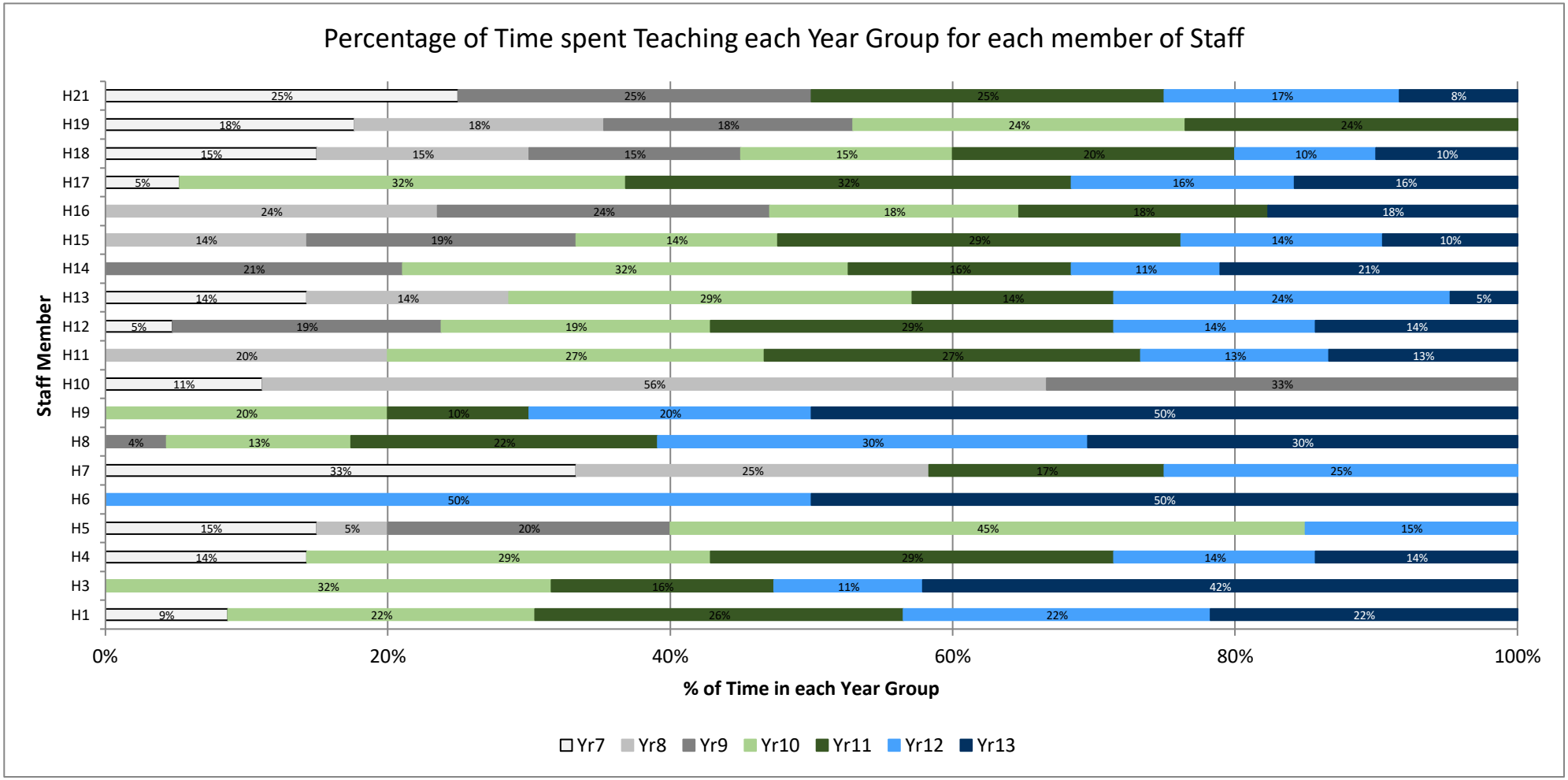
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Heads of Department Percentage of Time Teaching each Year Group

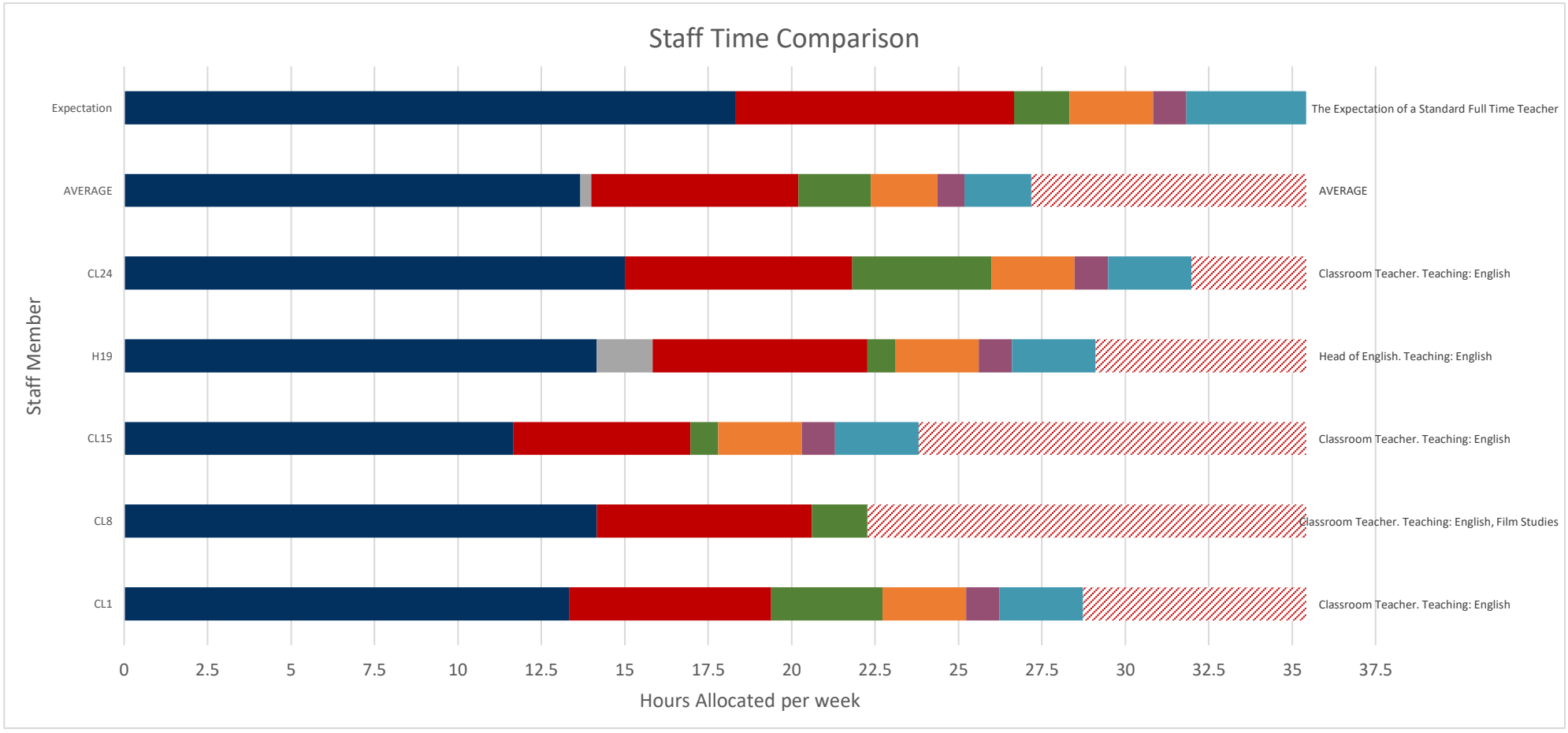
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

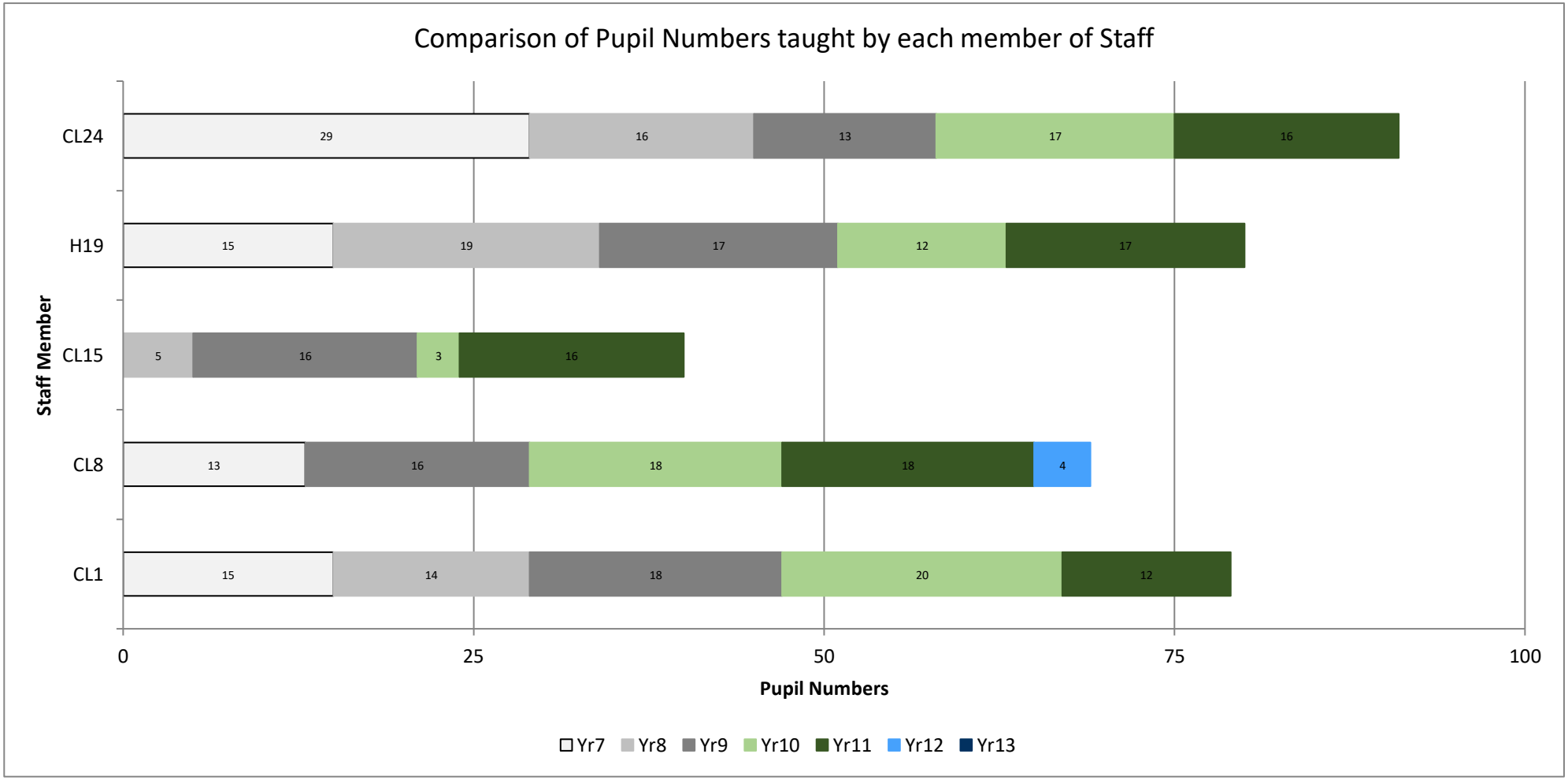
English Department

This graph shows the workload allocated to the English department, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



English Department Pupil Numbers Taught

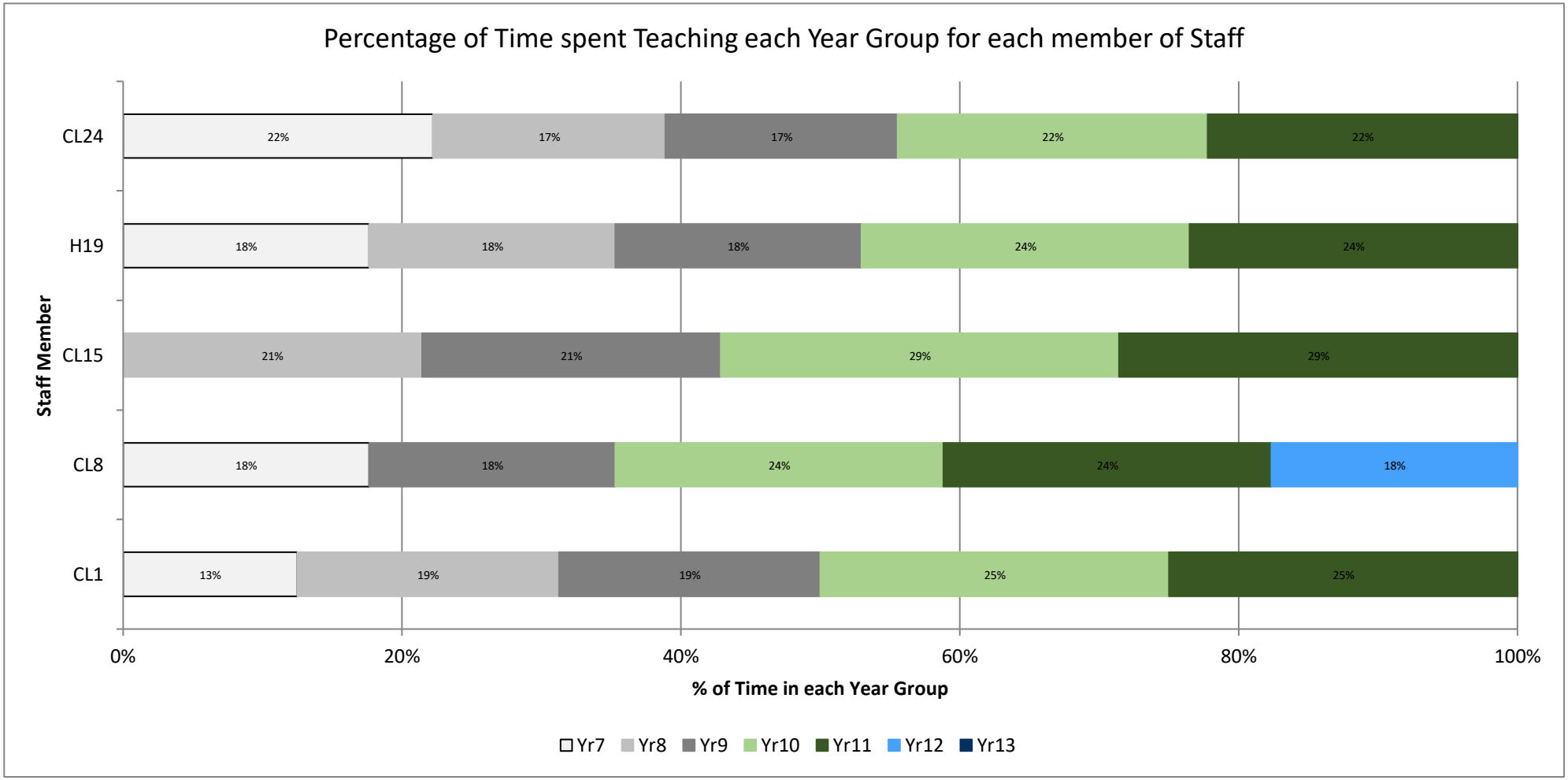
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

English Department Percentage of Time Teaching each Year Group

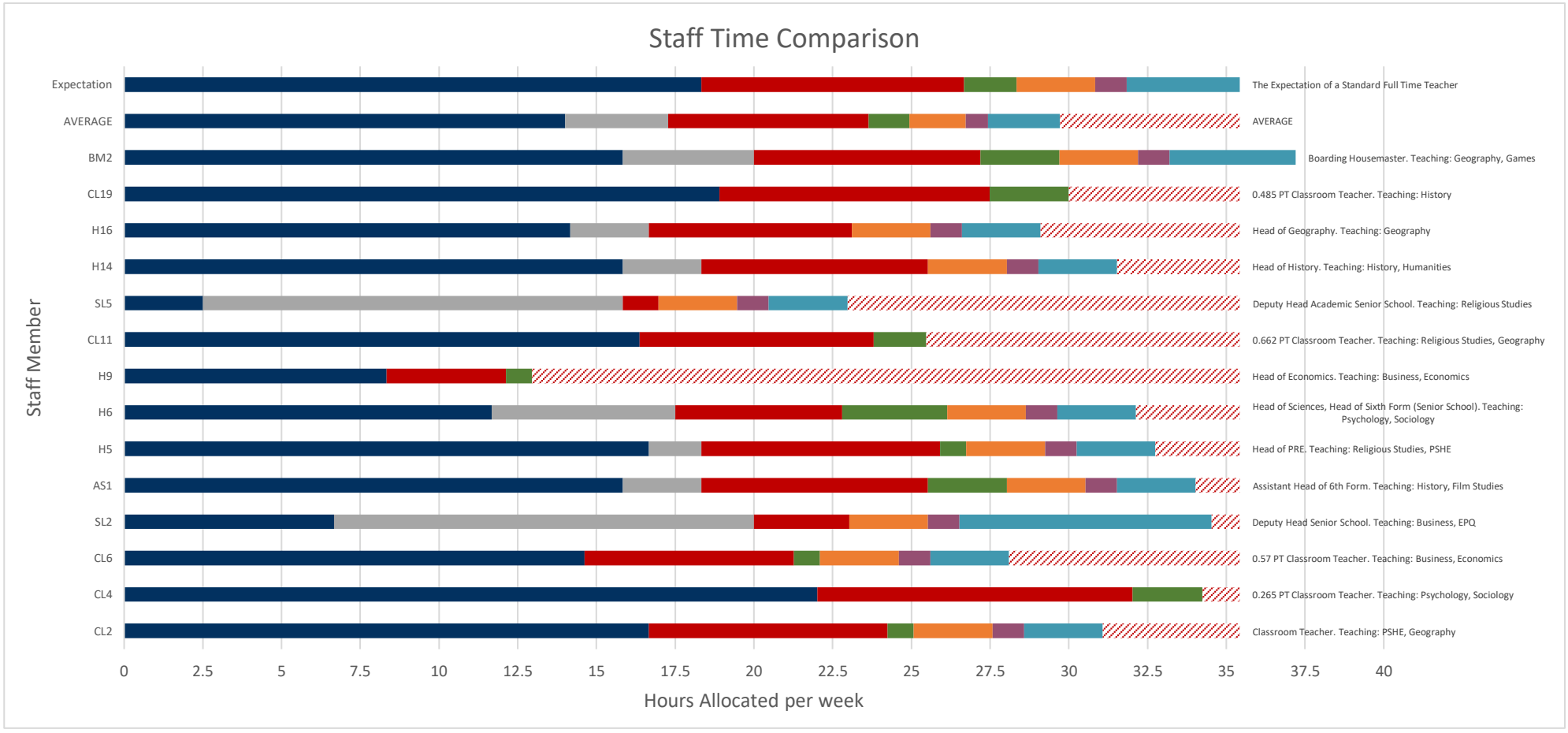
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

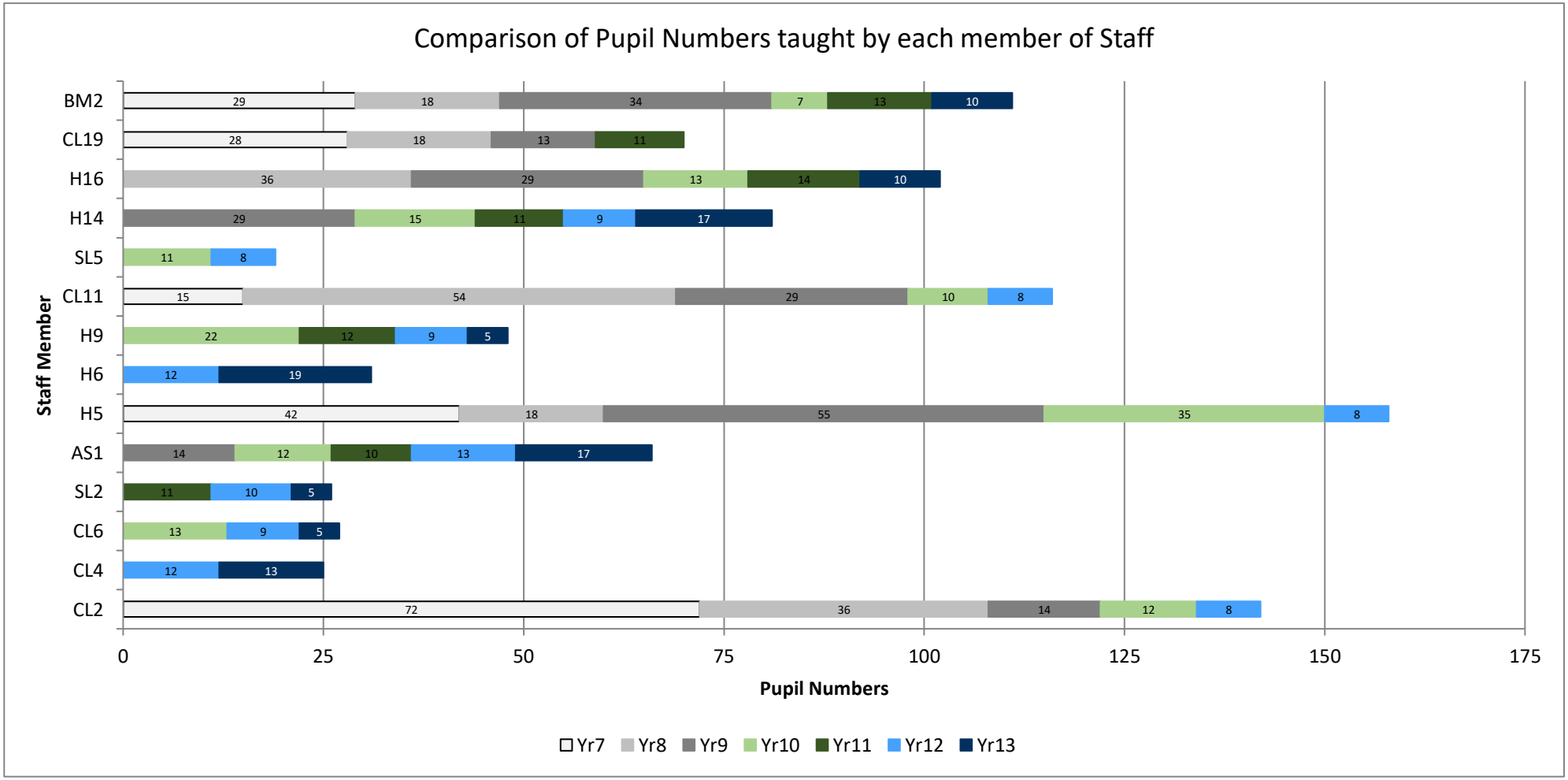
Humanities Departments

This graph shows the workload allocated to the various Humanities departments, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Humanities Department Pupil Numbers Taught

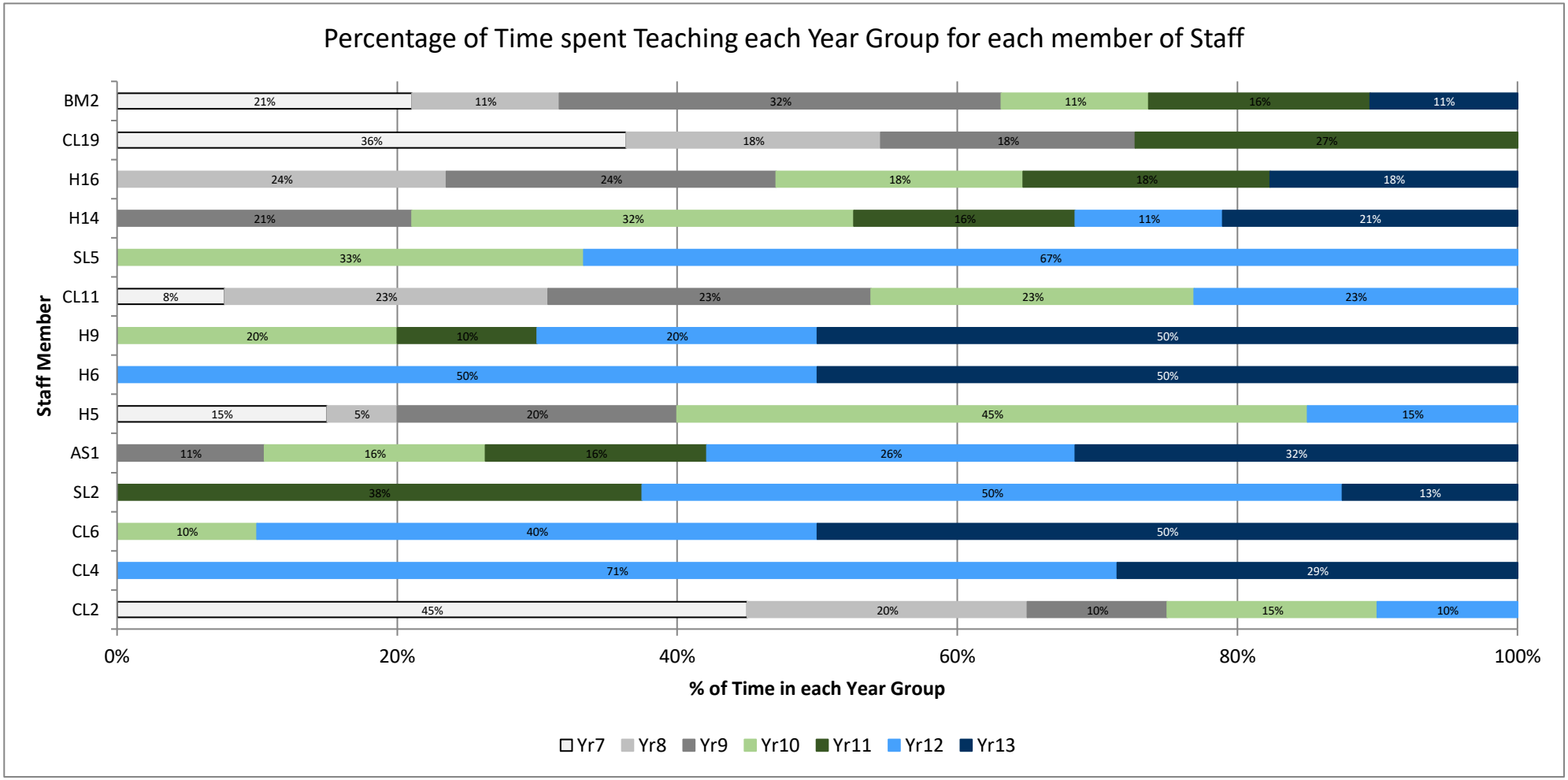
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Humanities Department Percentage of Time Teaching each Year Group

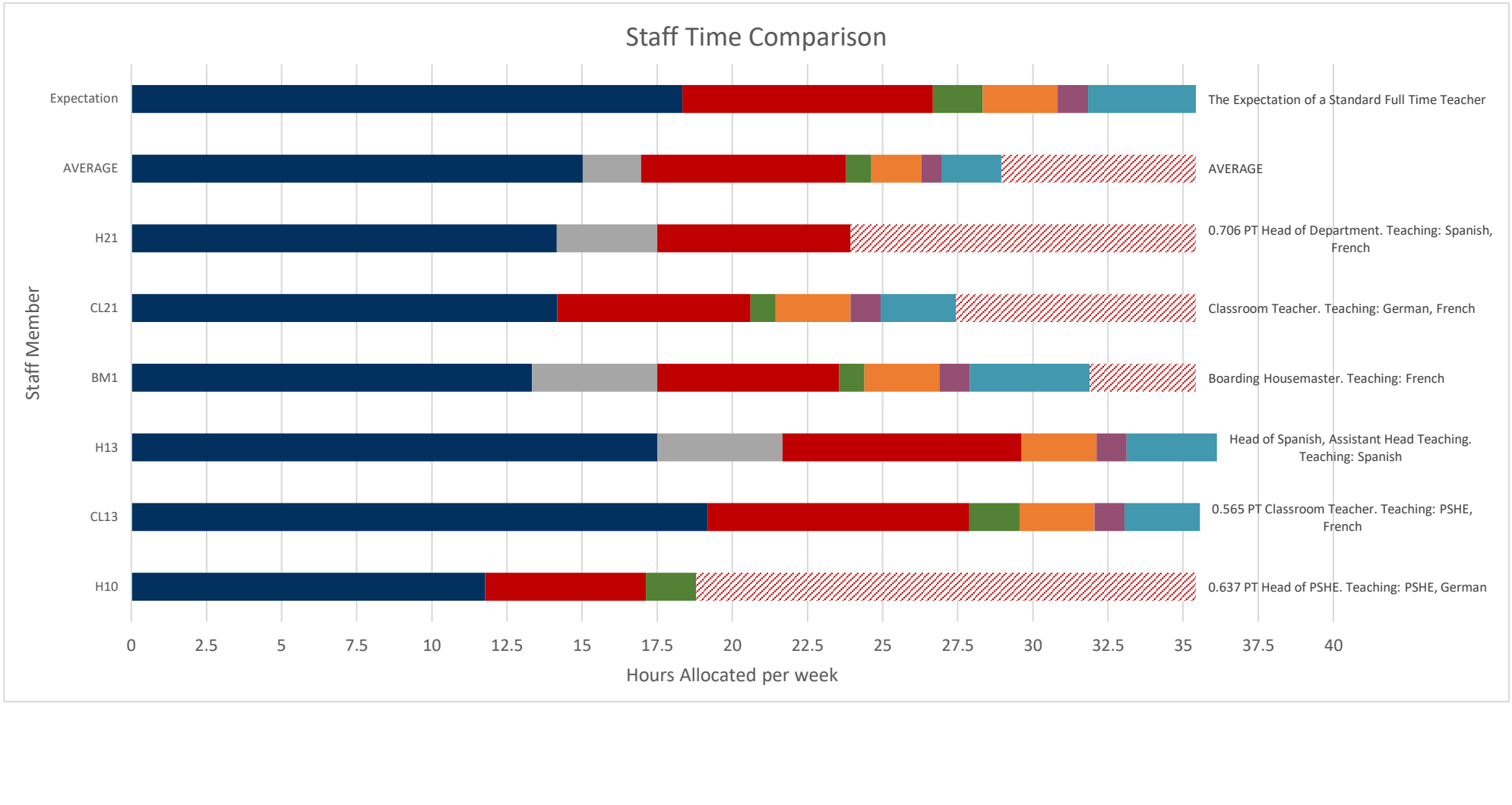
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

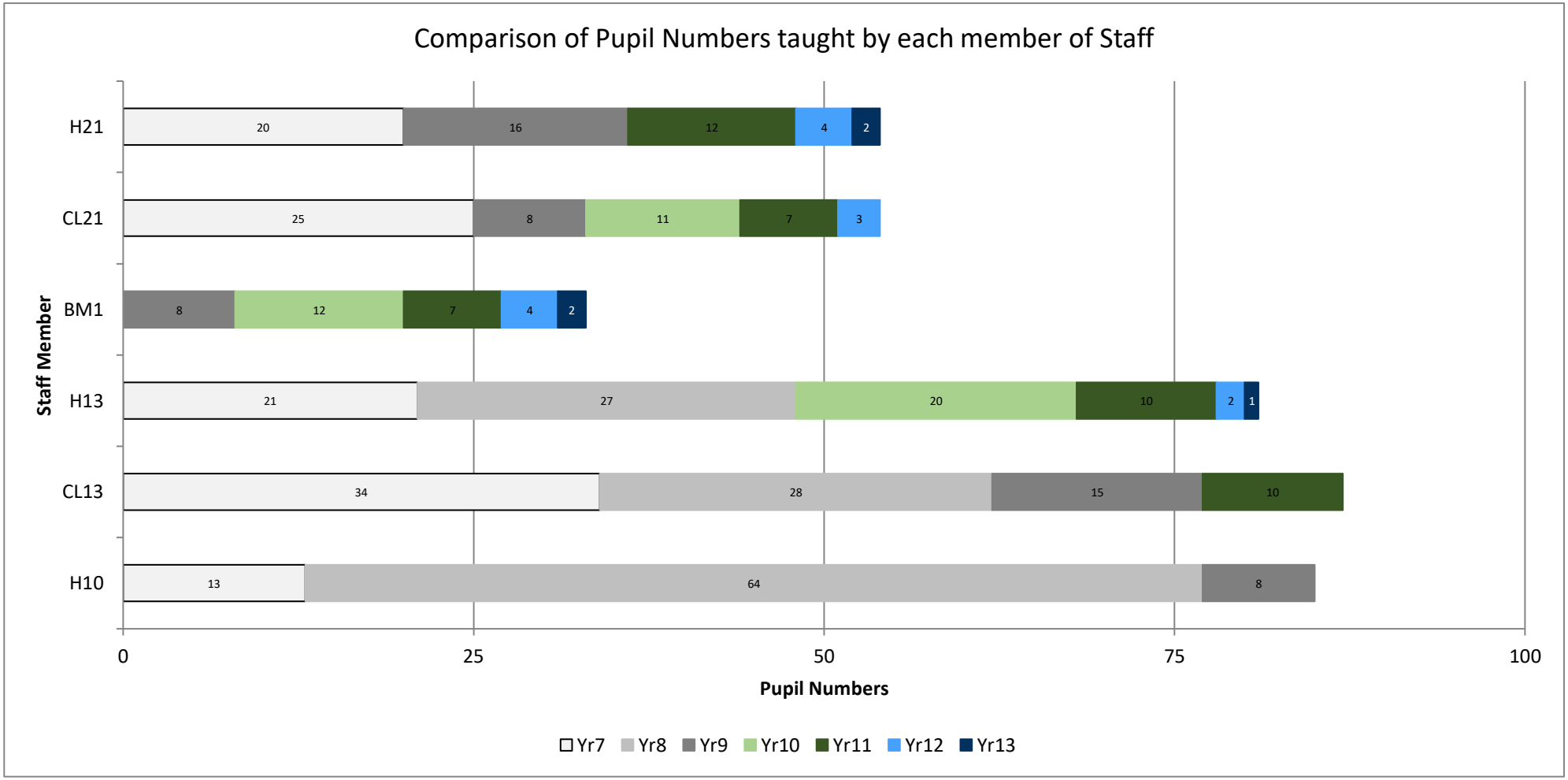
Languages Departments

This graph shows the workload allocated to the various Language departments, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Languages Department Pupil Numbers Taught

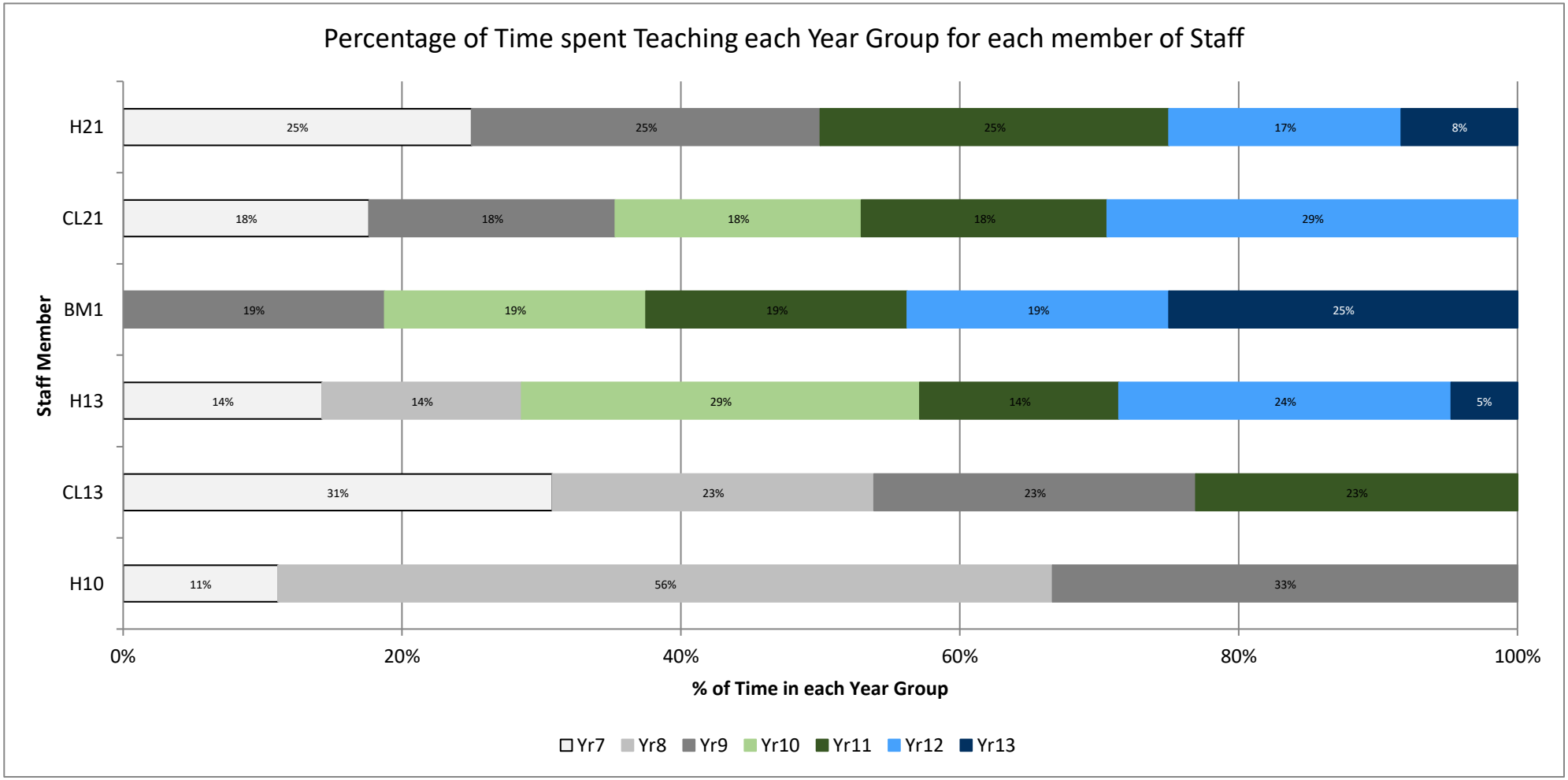
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Languages Department Percentage of Time Teaching each Year Group

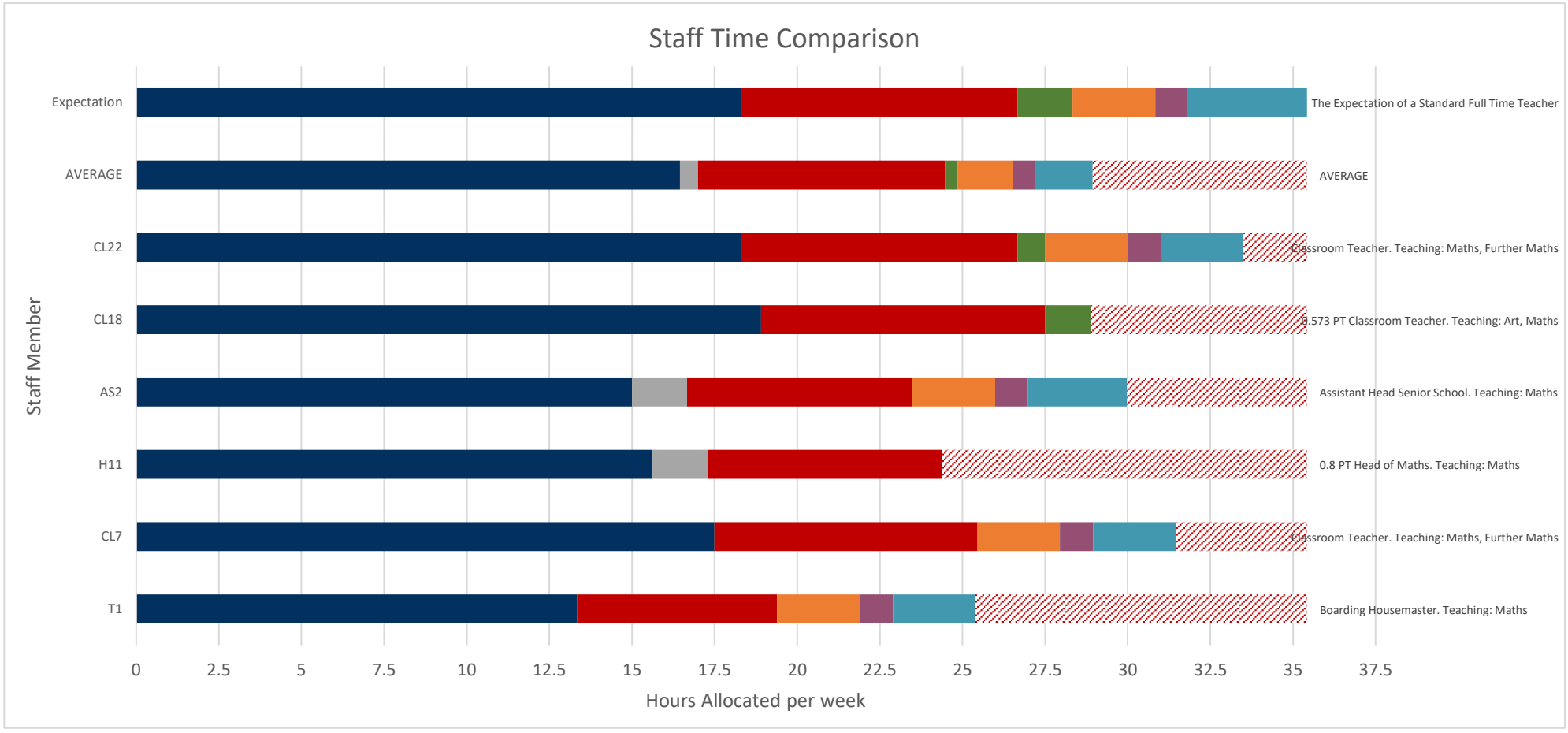
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

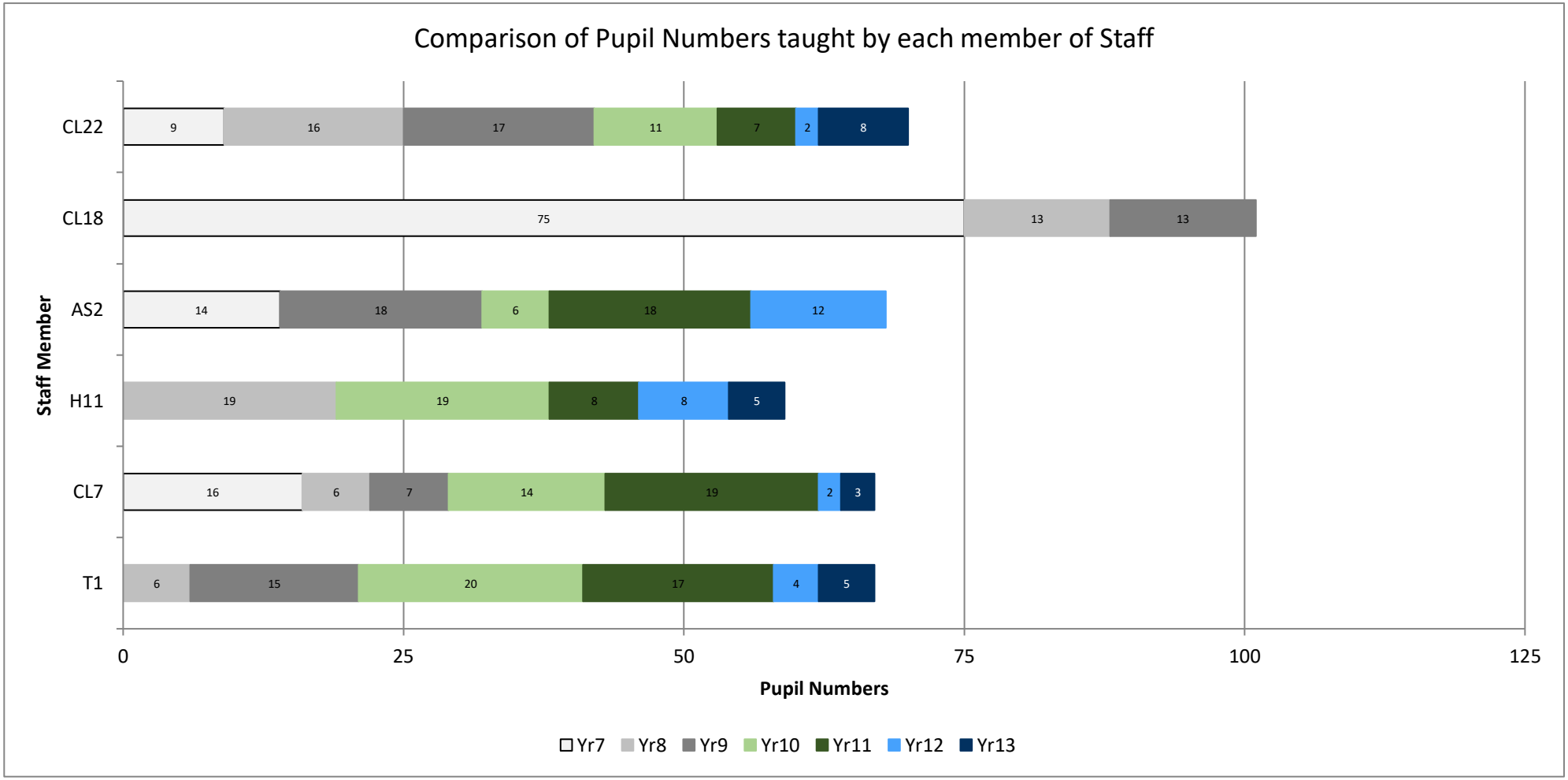
Maths Department

This graph shows the workload allocated to the Maths department, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Maths Department Pupil Numbers Taught

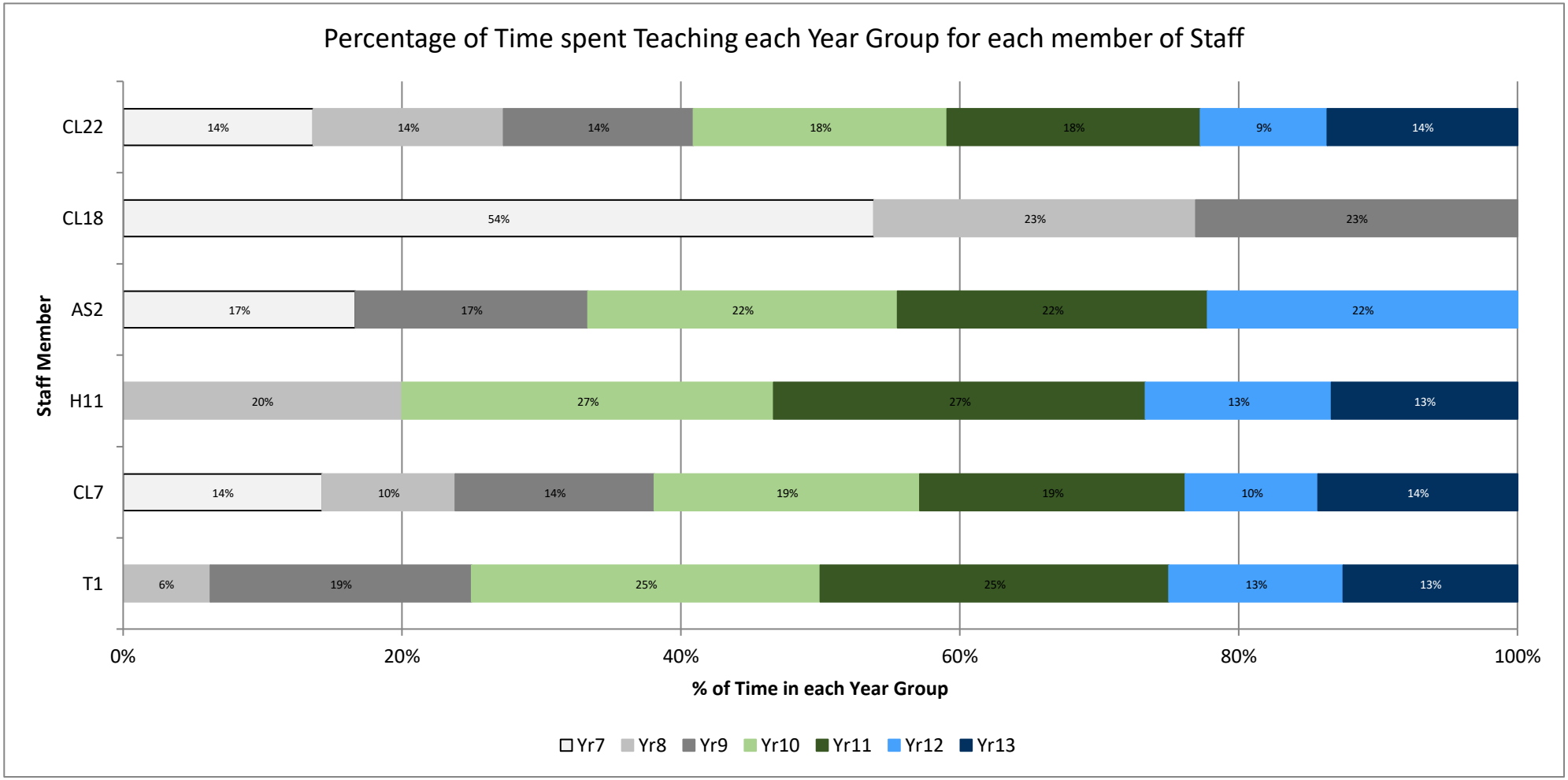
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Maths Department Percentage of Time Teaching each Year Group

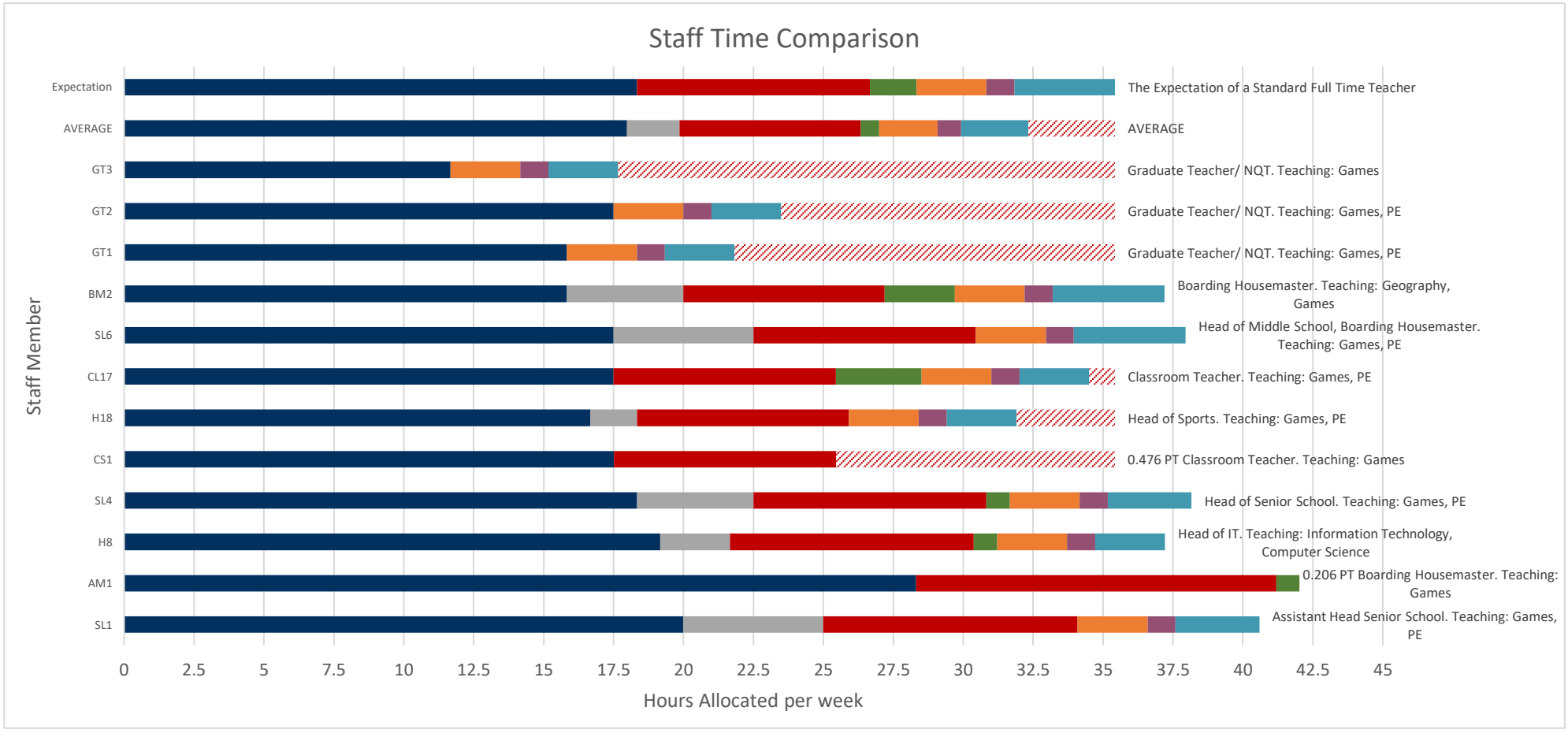
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

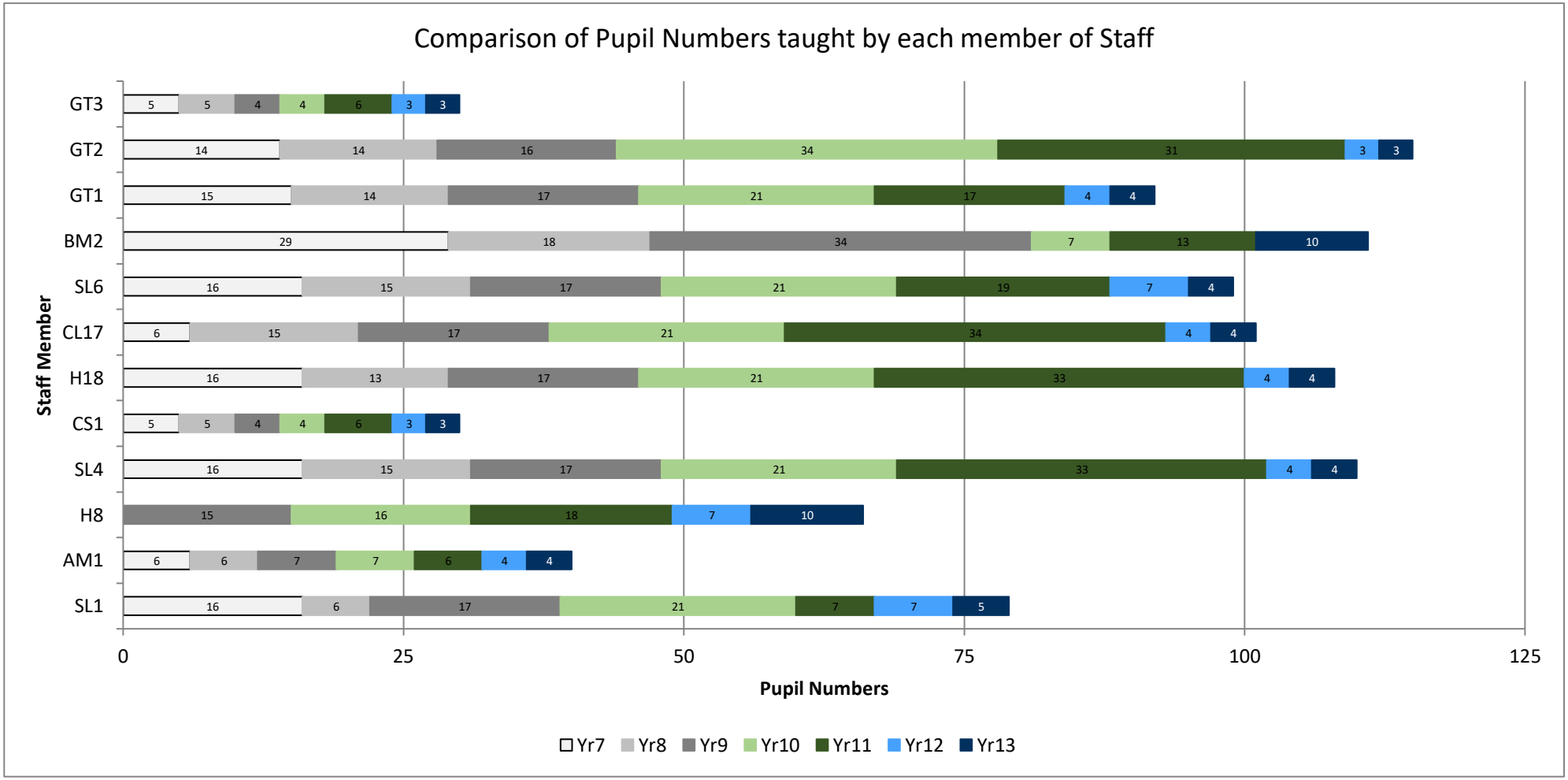
Physical Education Department

This graph shows the workload allocated to the P.E. department, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Physical Education Department Pupil Numbers Taught

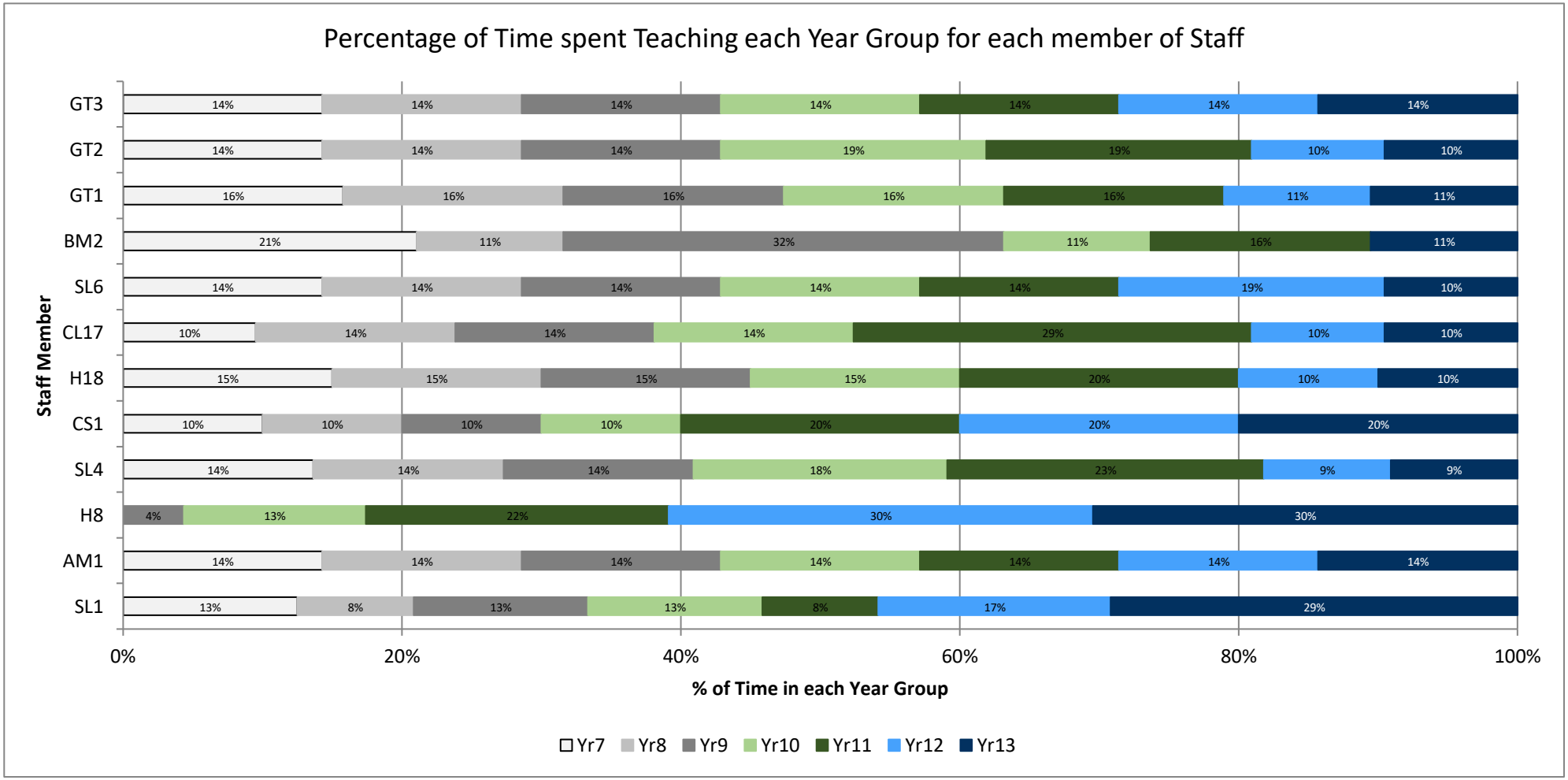
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Physical Education Department Percentage of Time Teaching each Year Group

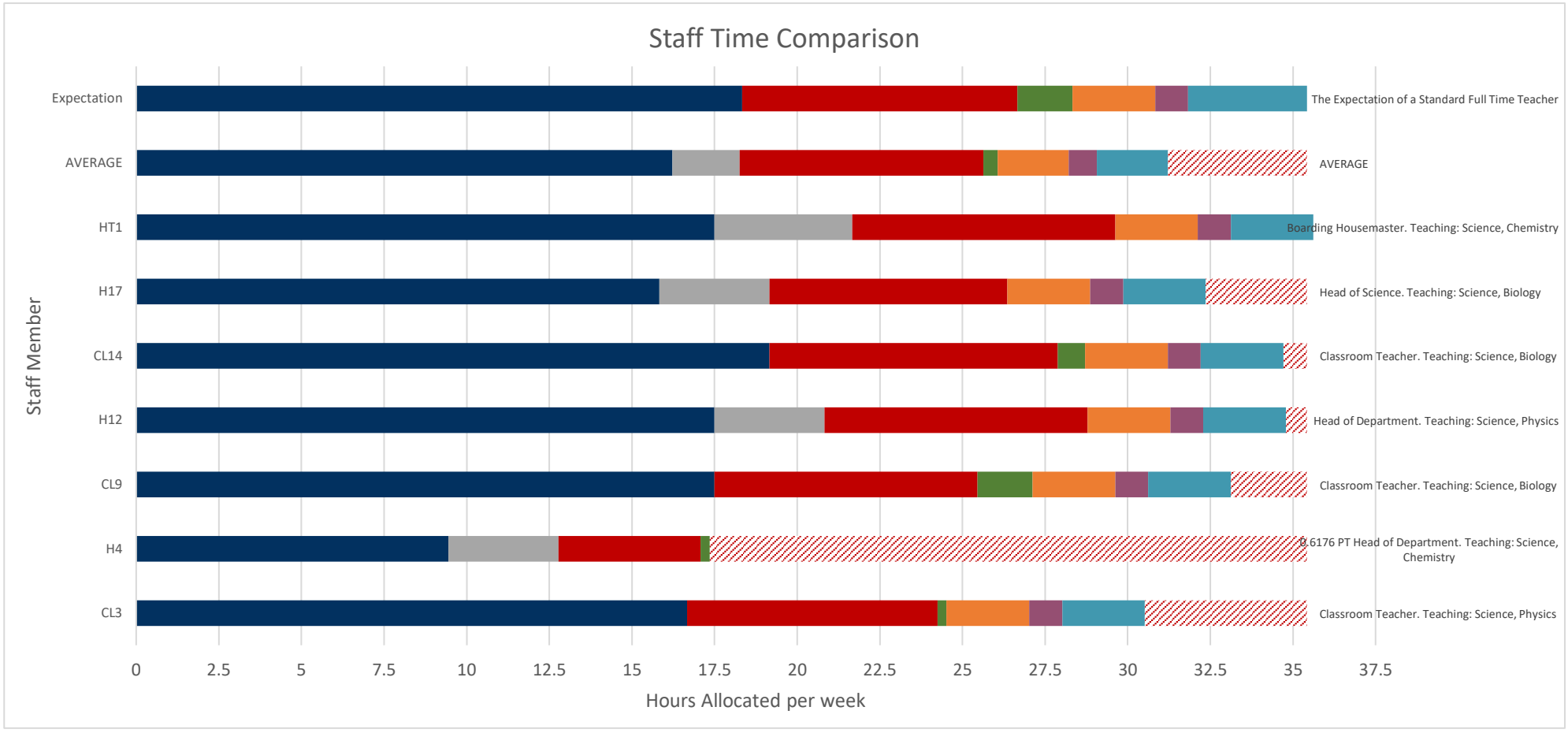
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

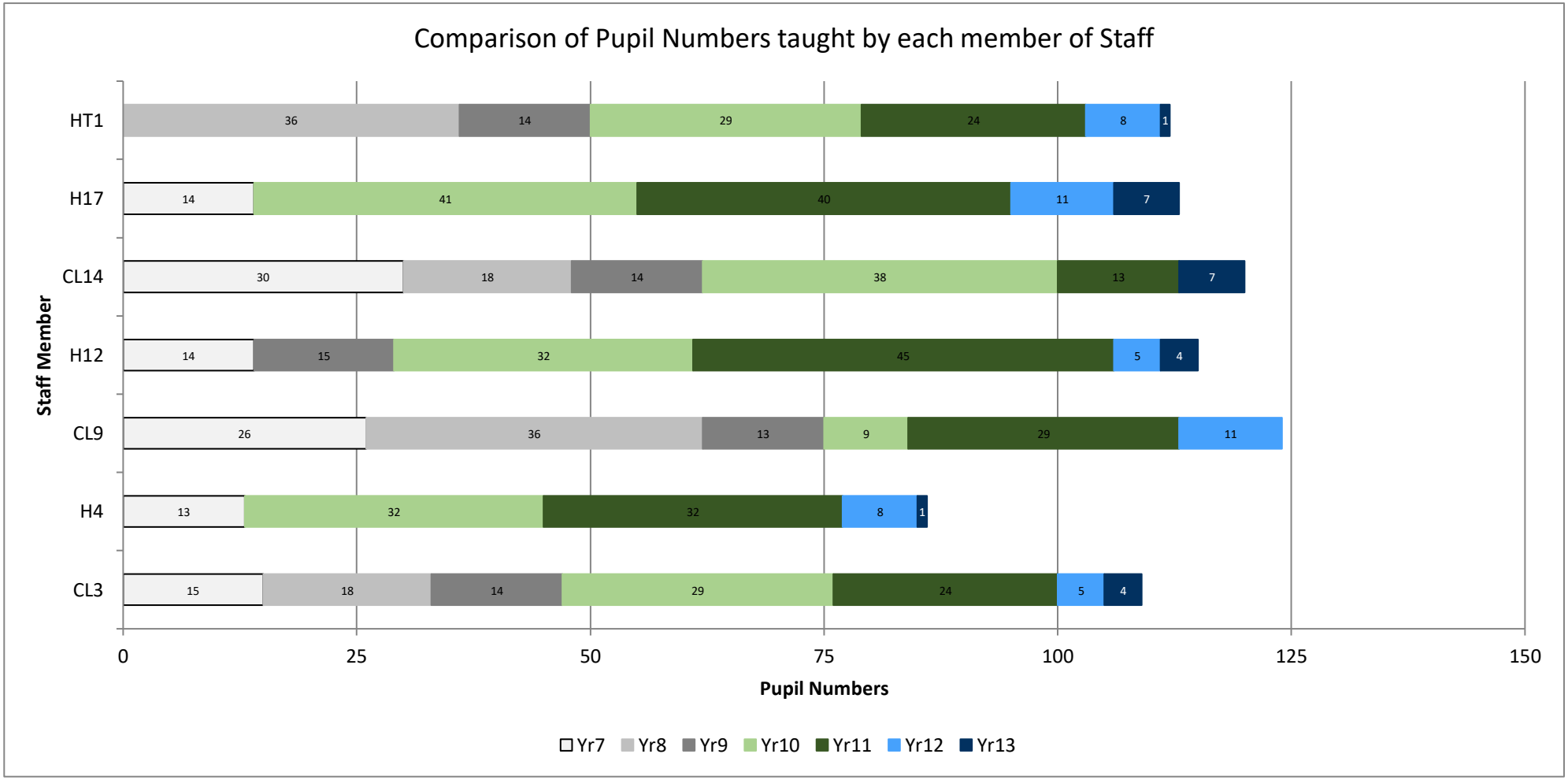
Science Departments

This graph shows the workload allocated to the various Science departments, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Science Department Pupil Numbers Taught

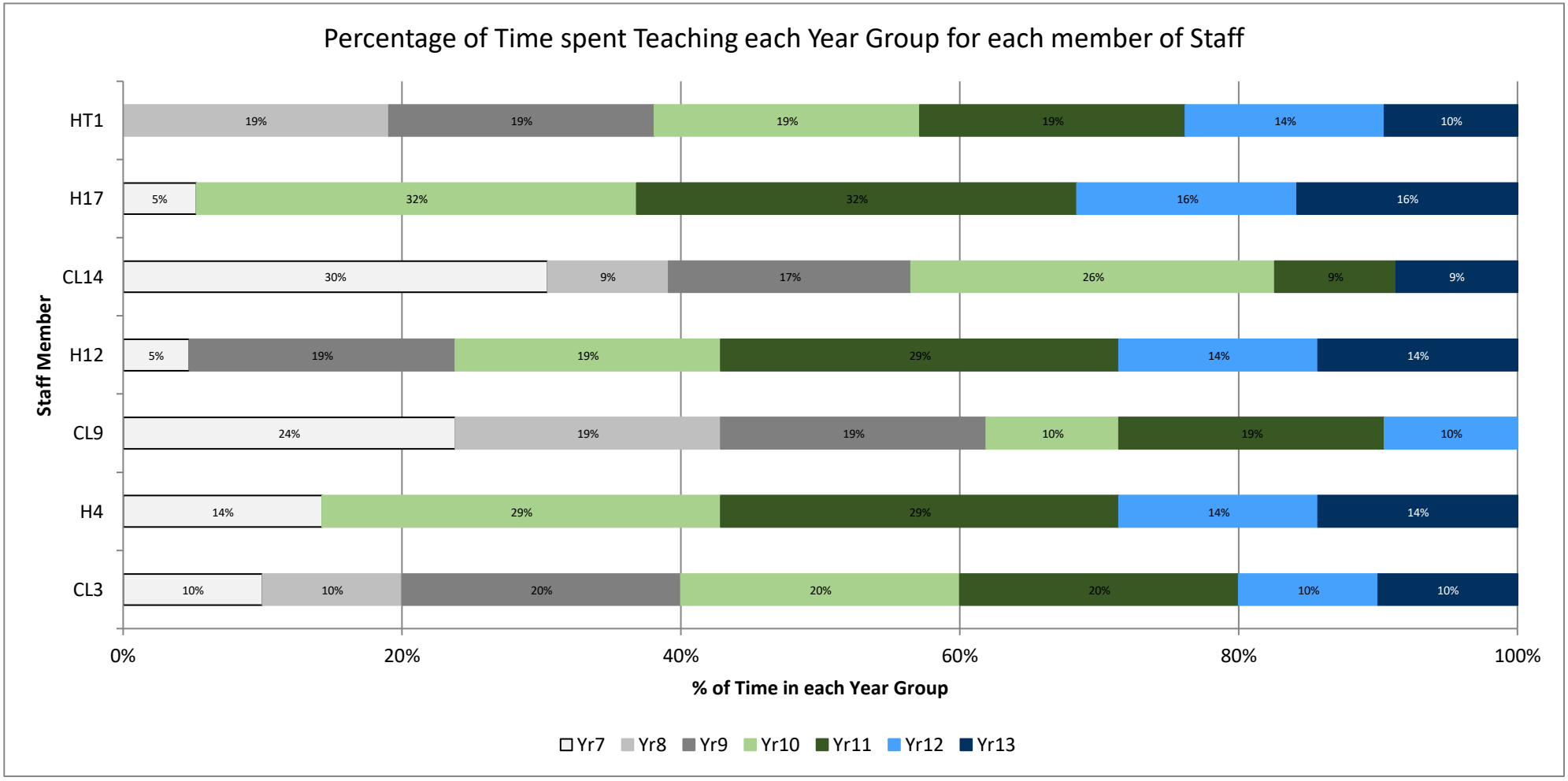
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Science Department Percentage of Time Teaching each Year Group

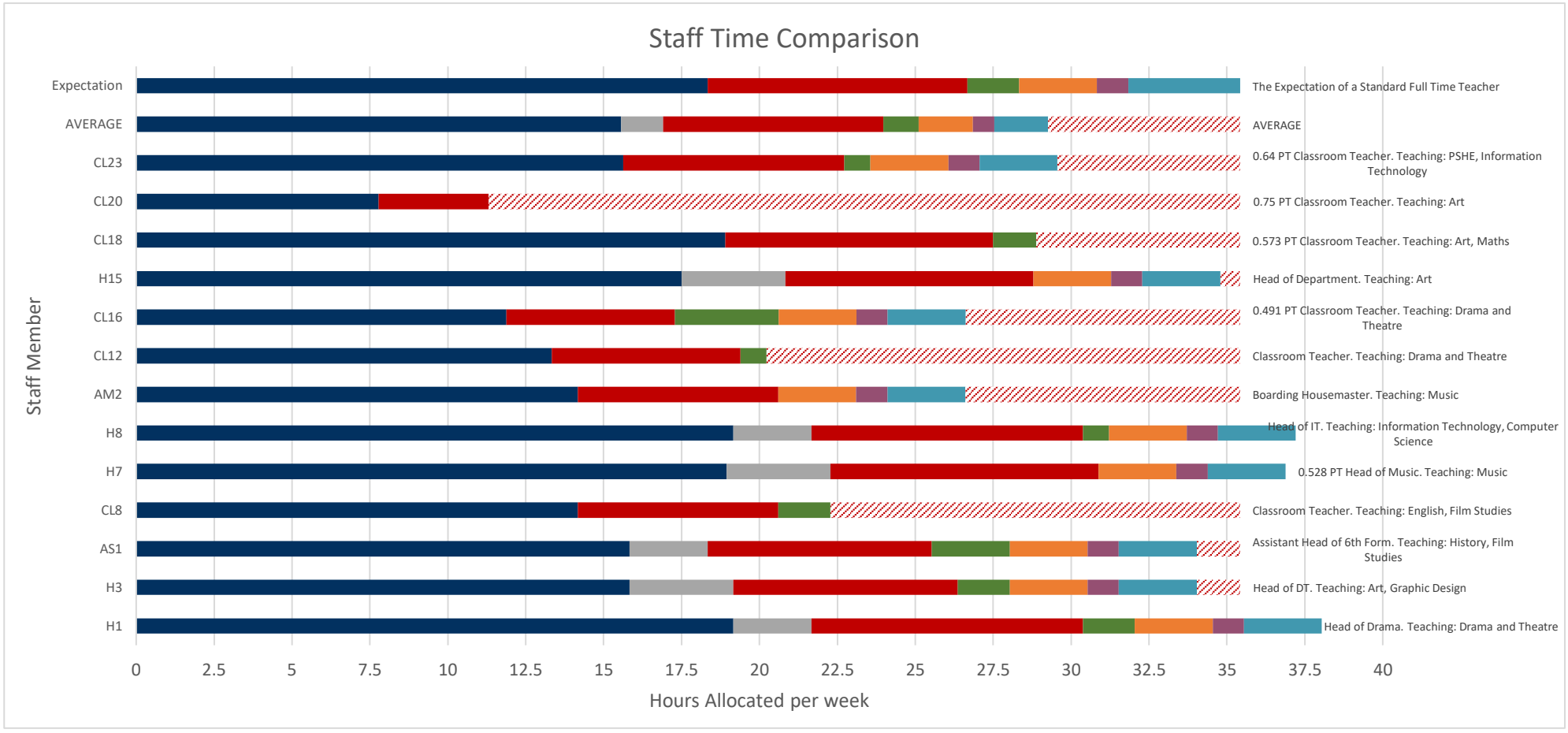
This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

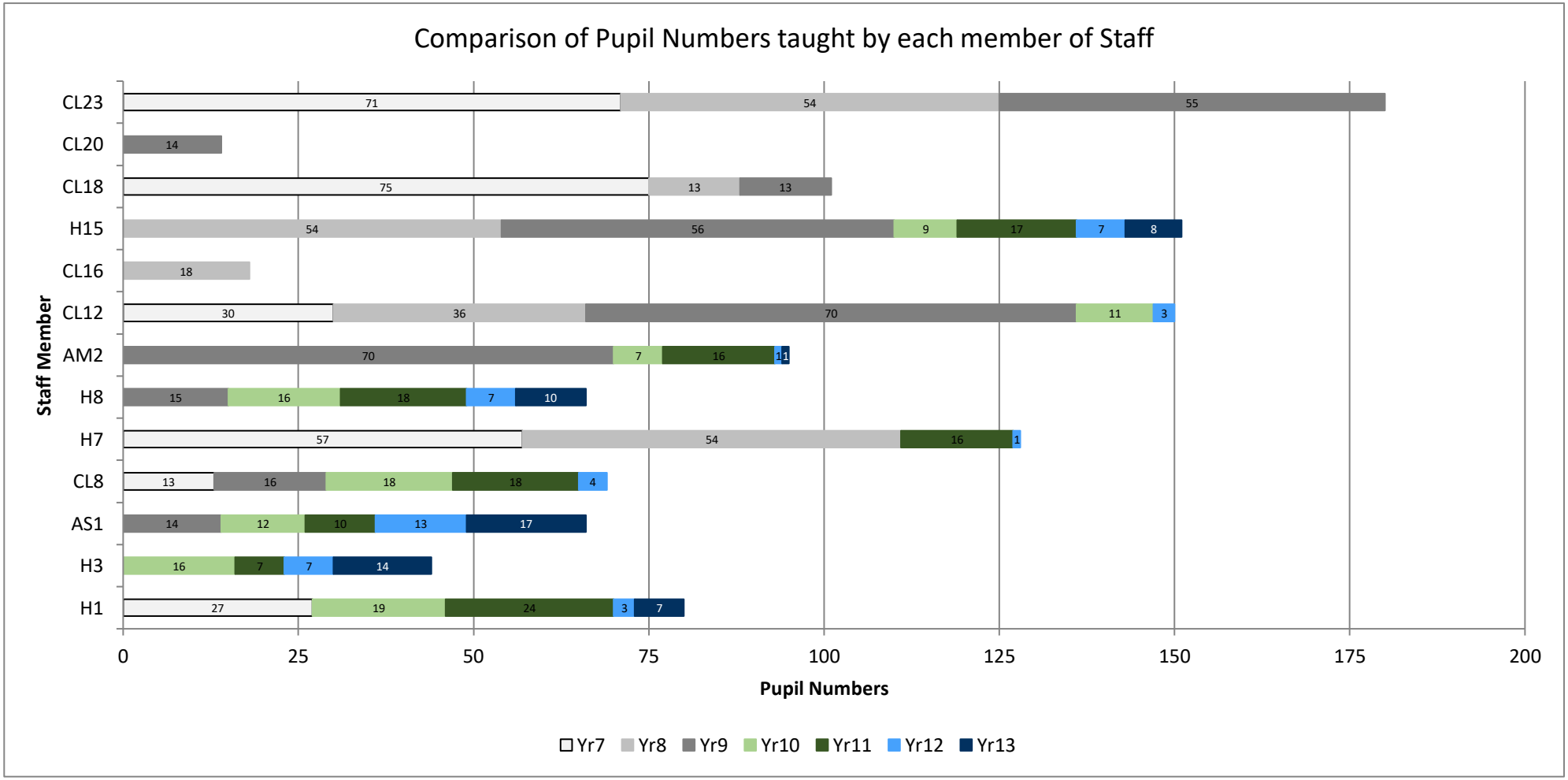
Technology & Arts Departments

This graph shows the workload allocated to the various Technology & Arts departments, regardless of whether they are Full or Part-time ('PT'), against the expectation of workload for a standard full-time teacher and the average actual balance for that group.



Technology & Arts Department Pupil Numbers Taught

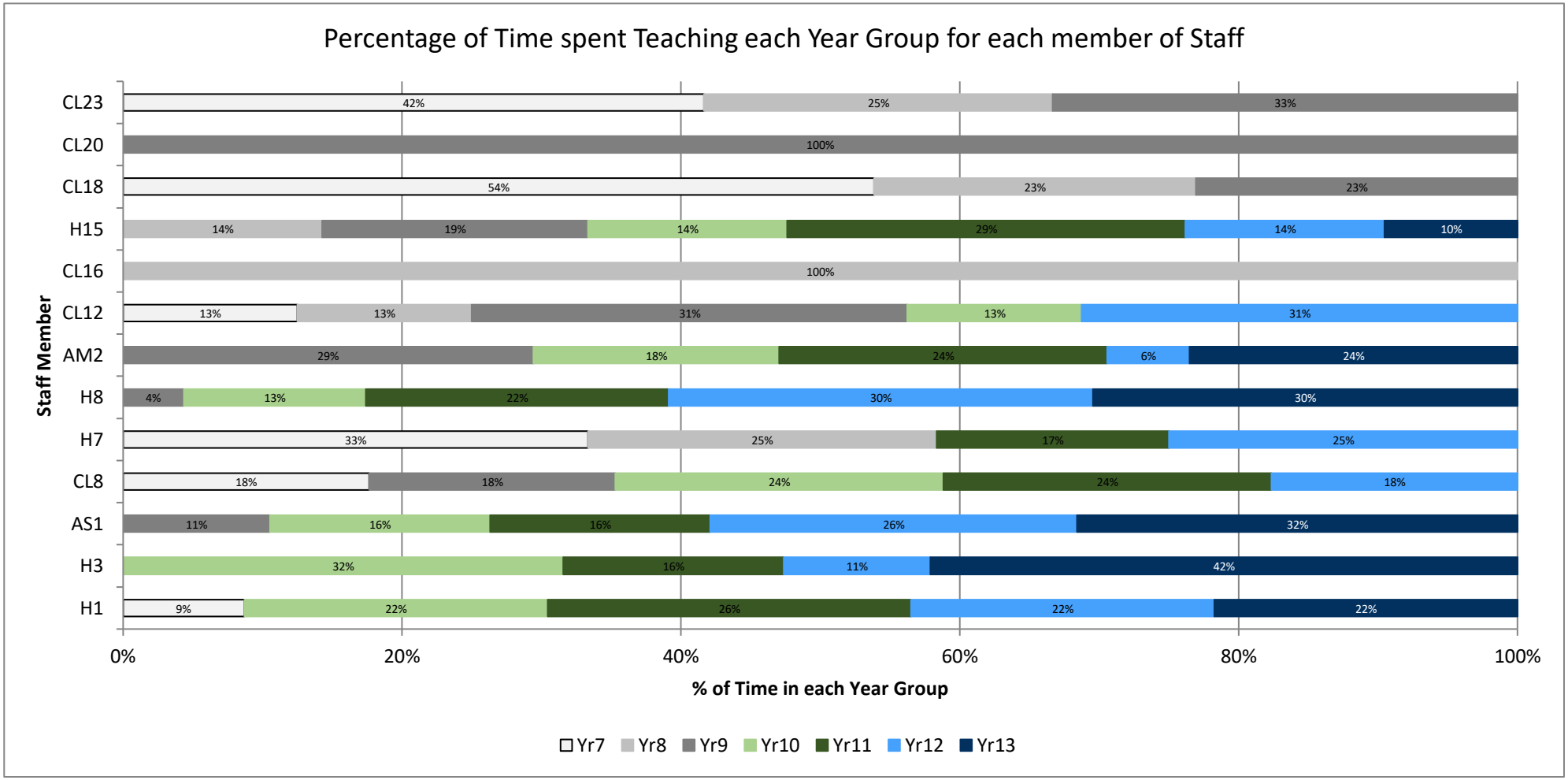
This graph shows the number of pupils taught by each teacher in the time-chart on the previous page. The pupil numbers are split into their respective year groups and represented by the different colours in the graph.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Technology & Arts Department Percentage of Time Teaching each Year Group

This graph shows the percentage of time spent teaching in the different year groups by each teacher detailed on the Pupil Numbers Taught chart on the previous page.



Total HOURS Taught (per WEEK)
Total Tutor HOURS (per WEEK)
Time Remission for Role in HOURS (per WEEK)
Non-Directed Committed Time in HOURS (per WEEK)
Pastoral/ Boarding Commitments in HOURS (per WEEK)
Unallocated Time
Total Co-curricular HOURS (per WEEK)
Other Compulsary Commitments in HOURS (per WEEK)

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Co-curricular Report – Overview

Approach adopted

This section of the report examines the co-curricular side of SDB and first provides an overview of the co-curricular offering at Example Senior Day Boarding School.

	Co-Curricular Activity	Total Pupils	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Sport & Recreation	Cross-Country	1	✓	✓	✓	✓	✓	✓	✓
	Tennis	2	✓	✓	✓	✓	✓	✓	✓
	Rounders/ Baseball	2	✓	✓	✓	✓	✓	✓	✓
	General Fitness & Strength Training	4	✓	✓	✓	✓	✓	✓	✓
	Yoga	1	✓	✓	✓	✓	✓	✓	✓
	Swimming	2	✓	✓	✓	✓	✓	✓	✓
	Cricket	2	✓	✓	✓	✓	✓	✓	✓
	Volleyball	1	✓	✓	✓	✓	✓	✓	✓
	Scuba Diving	1	✓	✓	✓	✓	✓	✓	✓
	Football	1	✓	✓	✓	✓	✓	✓	✓
	Hockey	1	✓	✓	✓	✓	✓	✓	✓
	Cycling	1	✓	✓	✓	✓	✓	✓	✓
Academic Clubs	Science (General)	2	✓	✓	✓	✓	✓	✓	✓
	Maths	4	✓	✓	✓	✓	✓	✓	✓
	English	1	✓	✓	✓	✓	✓	✓	✓
	Philosophy	1	✓	✓	✓	✓	✓	✓	✓
	Computing	1	✓	✓	✓	✓	✓	✓	✓
	Photography	2	✓	✓	✓	✓	✓	✓	✓
	Geography	1	✓	✓	✓	✓	✓	✓	✓
Art and Design Clubs	Art/ Art & Crafts	1	✓	✓	✓	✓	✓	✓	✓
	Design/ Graphic Design	2	✓	✓	✓	✓	✓	✓	✓
Music	Choir	1	✓	✓	✓	✓	✓	✓	✓
	Solo Music or Instrument	1	✓	✓	✓	✓	✓	✓	✓
Drama and Performing Arts	Dance	1	✓	✓	✓	✓	✓	✓	✓
	School Stage Productions or Practise	2	✓	✓	✓	✓	✓	✓	✓
Cultural and Community	Social Activism Clubs	1	✓	✓	✓	✓	✓	✓	✓
	Charitable Activities	1	✓	✓	✓	✓	✓	✓	✓
	Outdoor Education	1	✓	✓	✓	✓	✓	✓	✓
	Duke of Edinburgh	4	✓	✓	✓	✓	✓	✓	✓
Lifestyle and General Interest	Chess	1	✓	✓	✓	✓	✓	✓	✓
	Gamers Clubs	2	✓	✓	✓	✓	✓	✓	✓
	Origami	1	✓	✓	✓	✓	✓	✓	✓
	Photography Club	2	✓	✓	✓	✓	✓	✓	✓
	Book Club	1	✓	✓	✓	✓	✓	✓	✓
Language and International Clubs	German Club	1	✓	✓	✓	✓	✓	✓	✓
	French Club	1	✓	✓	✓	✓	✓	✓	✓
	Mandarin Club	1	✓	✓	✓	✓	✓	✓	✓

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Co-Curricular Summary

The following tables provide a summary of the resources being devoted to each co-curricular activity offered by Example Senior Day Boarding School, showing the total and full-time equivalent teacher resources allocated to each activity (based on 2021/22 data).

We understand that not all activities are offered every term (for example Football, Cricket etc) and as such, in relation both to the full-time equivalent number of teachers involved in each activity and the total hours spent per week, all of the data is an average over a full academic year. For example, if Cricket was taught by one teacher for 9 hours a week but in only the Autumn Term, the FTE for Cricket would be 0.3 and the hours spent would be 3. These comments also apply throughout the co-curricular analysis.

The table below provides an overview of the take-up and time commitment of Example Senior Day Boarding School's co-curricular offering, with the additional tables below providing sub-analyses of the Academic Clubs and Sports areas.

Co-Curricular Category	Total Pupils being Taught	Number of Teachers Teaching These Activities	FTE	Total Hours/week spent on this activity
Academic Clubs	12	11	0.41	14.44
Art and Design Clubs	3	3	0.09	3.33
Cultural and Community	7	5	0.16	5.83
Drama and Performing Arts	3	3	0.12	4.17
Language and International Clubs	3	3	0.07	2.50
Lifestyle and General Interest	7	7	0.15	5.28
Music	2	1	0.09	3.33
Sports and Recreation	19	12	0.40	14.17
Total:			1.50	53.06

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Co-Curricular – Sports and Recreation

The table below provides more details of SDB's co-curricular sports programme. Note that Academic PE/Sports is covered by the earlier analysis of the academic side of the school.

Co-Curricular Activity	Total Pupils being Taught	Number of Teachers	FTE	Total Hours/week spent on this activity
Cross-Country	1	1	0.0	0.8
Tennis	2	2	0.03	1.11
Rounders/ Baseball	2	2	0.02	0.83
General Fitness & Strength Training	4	4	0.12	4.17
Yoga	1	1	0.02	0.83
Swimming	2	2	0.03	1.11
Cricket	2	2	0.02	0.83
Volleyball	1	1	0.01	0.28
Scuba Diving	1	1	0.05	1.67
Football	1	1	0.02	0.83
Hockey	1	1	0.02	0.83
Cycling	1	1	0.02	0.83

Co-Curricular - Academic Clubs

The table below provides more details of SDB's co-curricular academic clubs programme.

Co-Curricular Activity	Total Pupils being Taught	Number of Teachers	FTE	Total Hours/week spent on this activity
Science (General)	2	2	0.08	2.78
Maths	4	3	0.12	4.17
English	1	1	0.02	0.83
Philosophy	1	1	0.02	0.83
Computing	1	1	0.02	0.83
Photography	2	2	0.12	4.17
Geography	1	1	0.02	0.83

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Co-Curricular - Other Clubs

The table below provides more details of SDB's other co-curricular clubs and programmes.

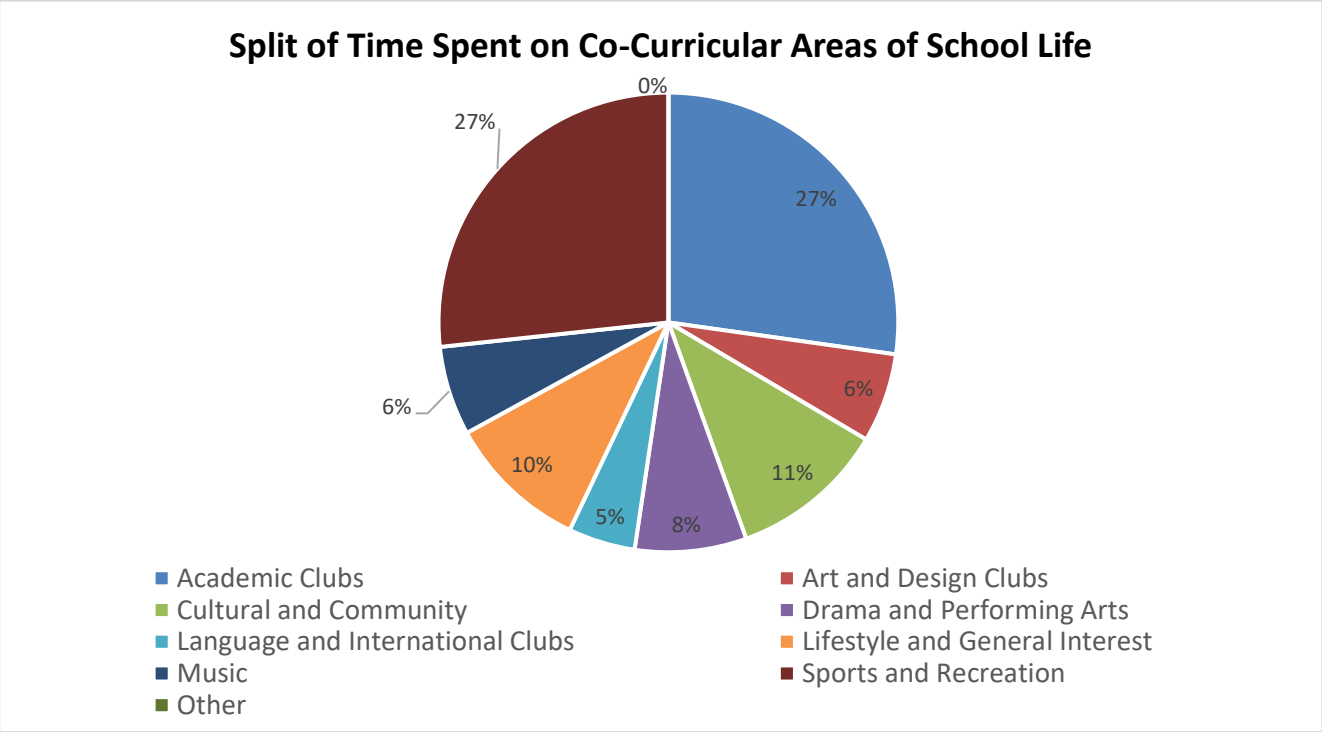
Co-Curricular Activity	Total Pupils being Taught	Number of Teachers	FTE	Total Hours/week spent on this activity
Art/ Art & Crafts	1	1	0.02	0.83
Design/ Graphic Design	2	2	0.07	2.50
Choir	1	1	0.05	1.67
Solo Music or Instrument	1	1	0.05	1.67
Dance	1	1	0.02	0.83
School Stage Productions or Practise	2	2	0.09	3.33
Social Activism Clubs	1	1	0.02	0.83
Charitable Activities	1	1	0.02	0.83
Outdoor Education	1	1	0.02	0.83
Duke of Edinburgh	4	2	0.09	3.33
Chess	1	1	0.01	0.28
Gamers Clubs	2	2	0.05	1.67
Origami	1	1	0.02	0.83
Photography Club	2	2	0.05	1.67
Book Club	1	1	0.02	0.83
German Club	1	1	0.02	0.83
French Club	1	1	0.02	0.83
Mandarin Club	1	1	0.02	0.83

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Co-curricular Report – Analysis

We have analysed your co-curricular programme in several ways. Above, we looked at the overall number of hours per week committed by your teachers to co-curricular aspects of school life, when compared with all other areas. This pie chart is shown in the Usage of Time section, under the heading: High-level time summary – Whole Common Room and shows how much teacher time is allocated to co-curricular activities when compared with the academic, pastoral, boarding and other aspects of Example Senior Day Boarding School. The pie chart below now shows how the co-curricular time is split (by broad segment).



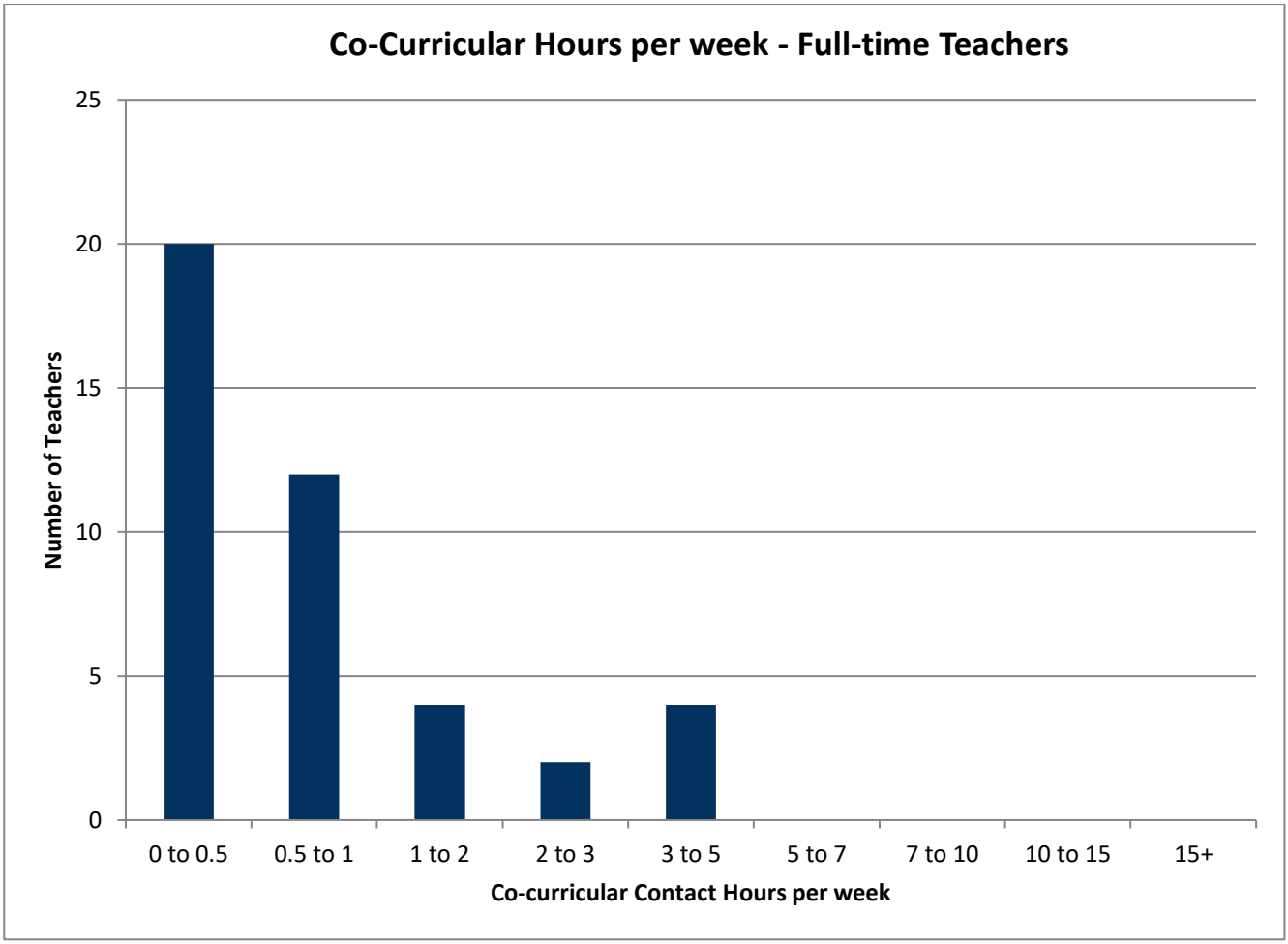
Teacher involvement in co-curricular

A common complaint within Common-Rooms is that there is an imbalance of commitment to the co-curricular programme, both in whether or not the standard expectations of co-curricular set by the school are "enforced", and then how they operate as between full-time and part-time teachers. It is clearly not possible to ever achieve complete parity in this and indeed one often finds that teachers less involved in co-curricular activities are heavily involved in other areas of school life – sometimes activities with a lower profile or in dealing with specific matters at the request of the Head or SMT. Nevertheless, it is also true that some teachers seem to be able to "opt-out" of the standard level of co-curricular commitment with no sanction or extension to their teaching allocation.

The charts below provide an overview of the extent of your Common Room's contribution to the co-curricular programme, grouped by the numbers of hours per week and using the time data you have provided to us. The first chart shows all full-time teachers, the second chart shows all part-time teachers, grouped into quartiles of their FTE percentage.

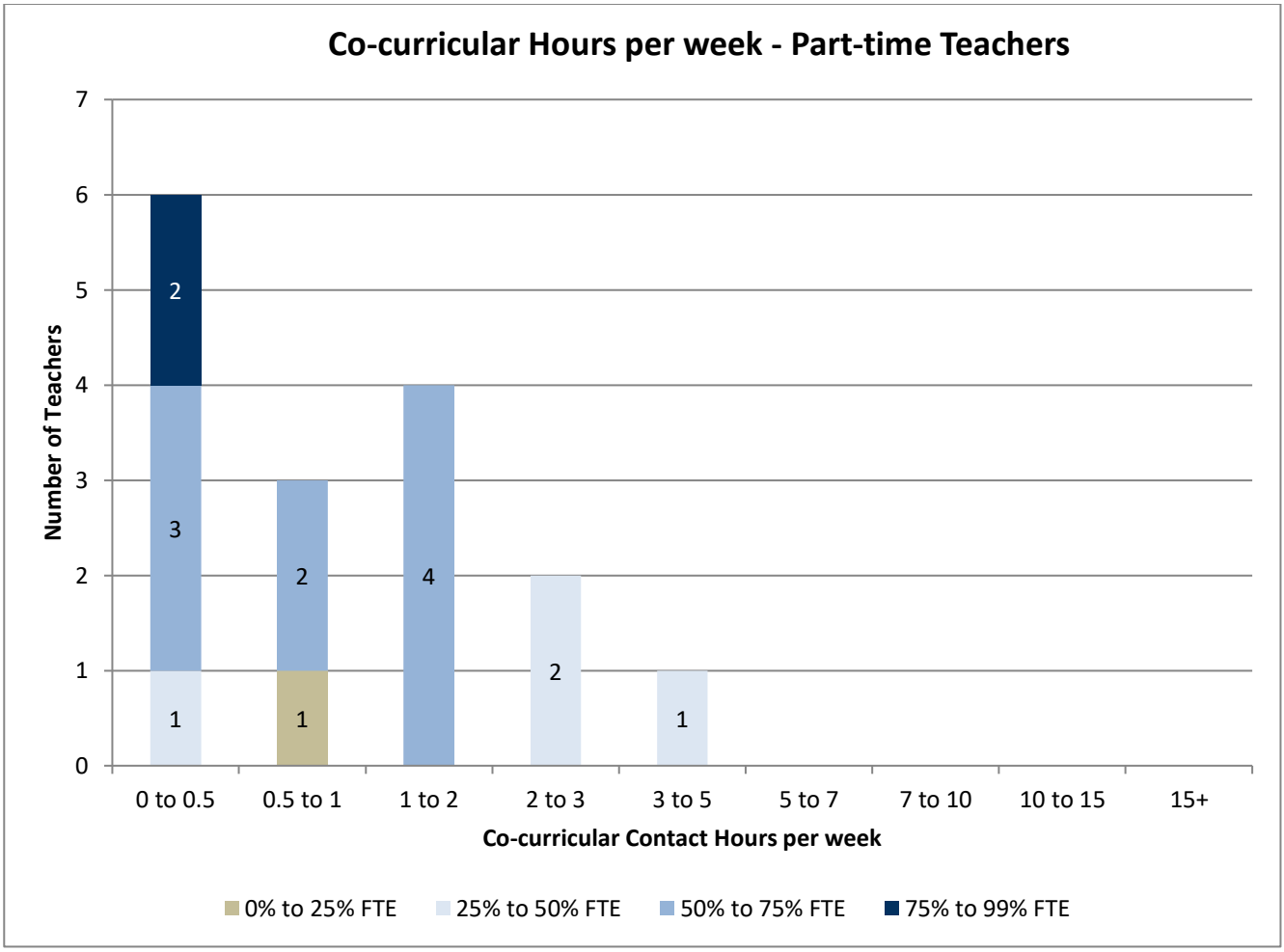
Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report



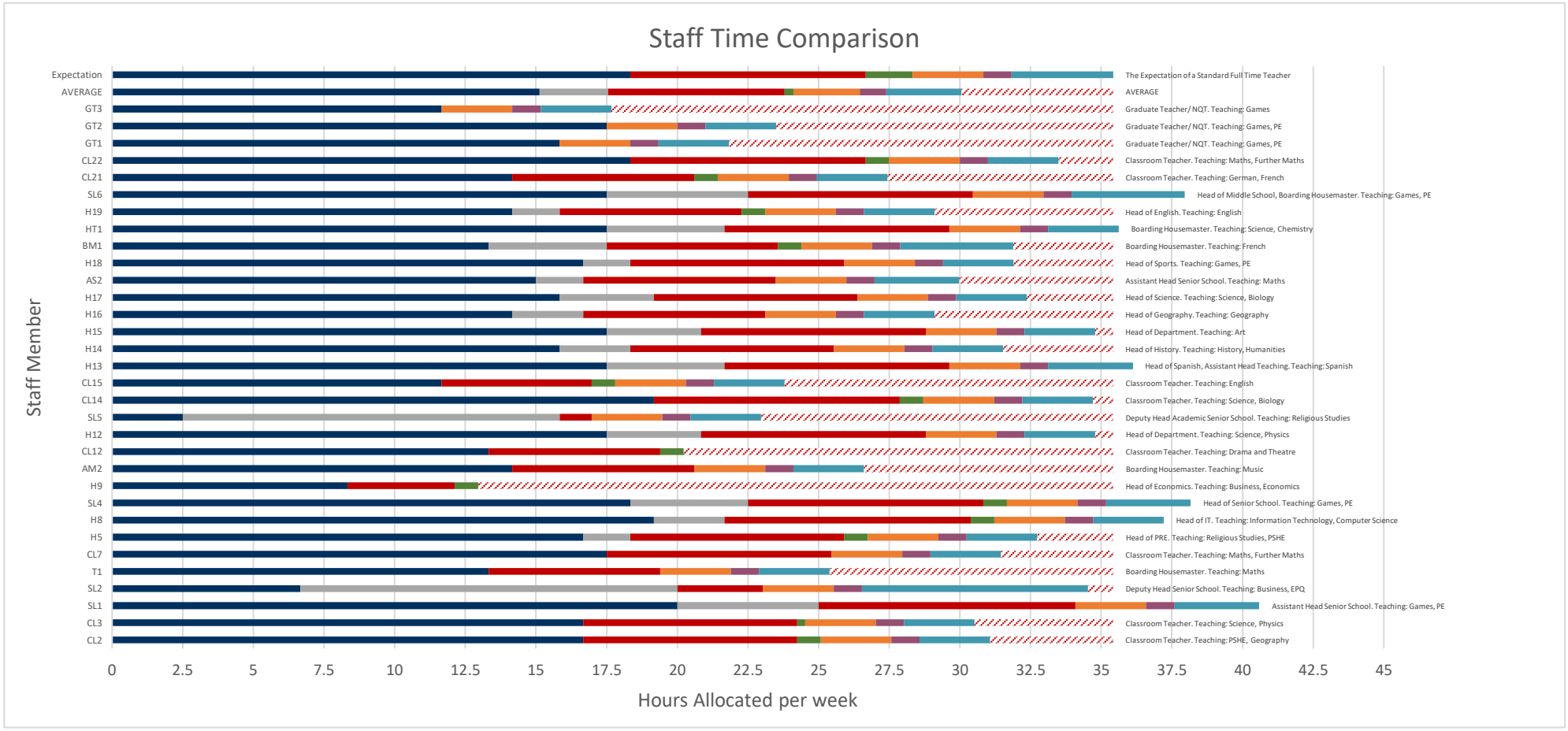
Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report



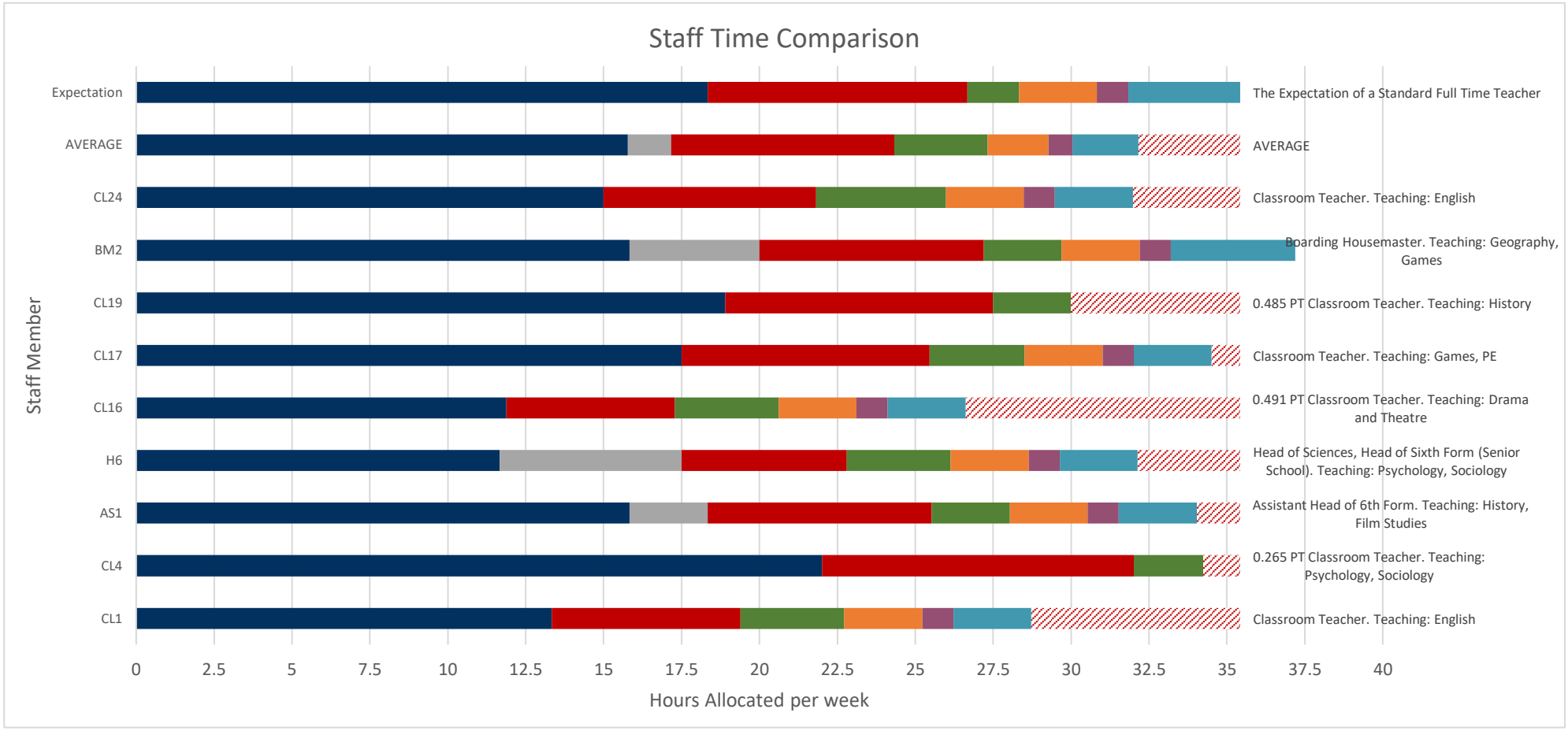
Usage of Time Chart for those with low co-curricular workloads

You have advised us that the minimum expectation is for a commitment of 1.67 hours per week for a full-time teacher. The time chart below shows the full-time teachers who, for whatever reason, do not appear currently to be delivering this minimum expectation (averaged over a full year). Note that in providing this information we are not singling people out – it is for you to decide how you use each teacher, given their skills and your priorities.



Usage of Time Chart for those with high co-curricular workloads

By way of contrast, whilst Example Senior Day Boarding School does not set a maximum level for weekly co-curricular commitment, some teachers can have high co-curricular workloads. The time chart below shows teachers who, for whatever reason, have co-curricular workloads exceeding 1.67 hours per week, averaged over the course of an academic year.



Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Boarding Report – Overview

Approach adopted

This section of the report examines the boarding side of SDB and first provides an overview of the boarding provision at Example Senior Day Boarding School in terms of the number of pupils and year-groups, then splits these pupils into houses and summarises the number of teachers assigned to, and hours contributed to each house (inclusive of tutoring, evening duties and house role 'on duty' times).

Your School Year Groups	Boarding Provision Uptake	Day Pupils	Boarding Pupils	% Boarding by Year Group
Yr7	✓	58	2	3%
Yr8	✓	50	1	2%
Yr9	✓	63	10	14%
Yr10	✓	60	7	10%
Yr11	✓	59	13	18%
Yr12	✓	29	21	42%
Yr13	✓	5	16	76%
Totals		324	70	18%

The first table below shows the pupils split into the aforementioned house data and the second table below shows the extent to which teachers who have specific boarding house roles are expected to stay at school and on duty outside of term-times.

House Name	Year Group(s)	Number of Pupils in House	Number of flexi or weekly boarding pupils	Number of full boarding pupils	Number of Teachers involved in House Duties	Total Hours per week contributed by Teaching Staff	Hours per week non-teaching staff are involved in House Duties
United House	7-9	13	12	2	14	70	0
Elite House	10 & 11	18	16	2	12	60	0
Lions House	12 & 13	39	21	15	14	70	0
Totals		70	49	19			

Expectation on House staff outside of term times	Yes/No
The Half-term breaks	Yes
Over the Summer Holiday	No
Over the Christmas Holiday	No
Over the Easter Holiday	No

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Boarding Report – Analysis

We have then analysed your boarding provision in several ways. Earlier, we looked at the overall number of hours per week committed by your teachers to the boarding aspects of school life, when compared with all other areas. This pie chart is shown in the Usage of Time section, under the heading: High-level time summary – Whole Common Room and shows how much teacher time is allocated to boarding duties when compared with the academic, pastoral, co-curricular and other aspects of Example Senior Day Boarding School. The following sections explore the boarding time contributions at SDB in more detail.

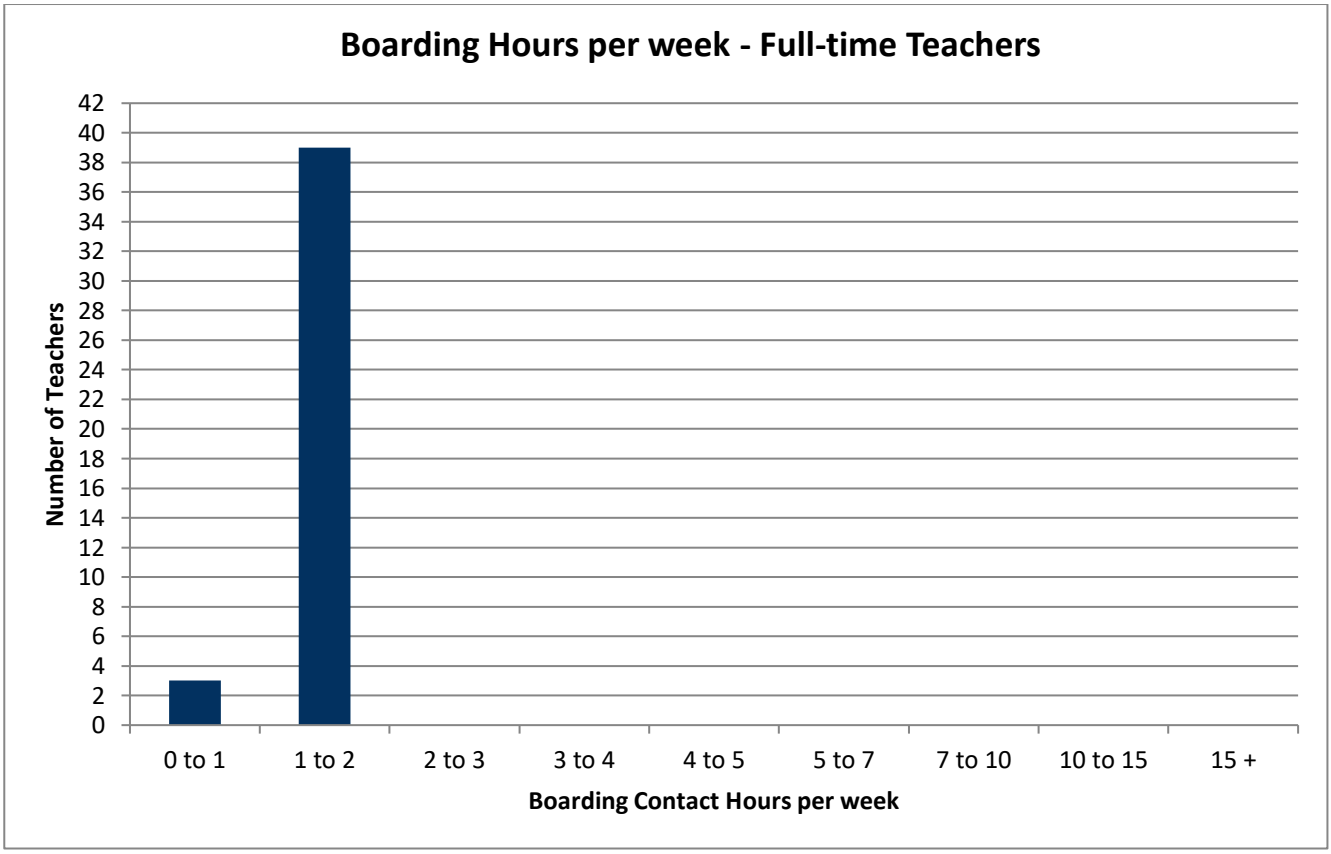
Teacher involvement in boarding duties

Much like any co-curricular contributions, a common complaint within Common-Rooms is that there is an imbalance of commitment to the boarding provision offered, both in whether or not the standard expectations to boarding duties set by the school are "enforced", and then how they operate as between accommodated and non-accommodated or full-time and part-time teachers. It is clearly not possible to ever achieve complete parity in this, however (similar to co-curricular contributions), we often find that some teachers seem to be able to "opt-out" of the standard level of boarding duty commitment.

The charts below provide an overview of the full extent of your Common Room's contribution to the boarding provision, grouped by the numbers of hours per week committed and using the time data you have provided to us. The first chart shows all full-time teachers commitment to boarding and the second chart shows all part-time teachers, grouped into quartiles of their FTE percentage.

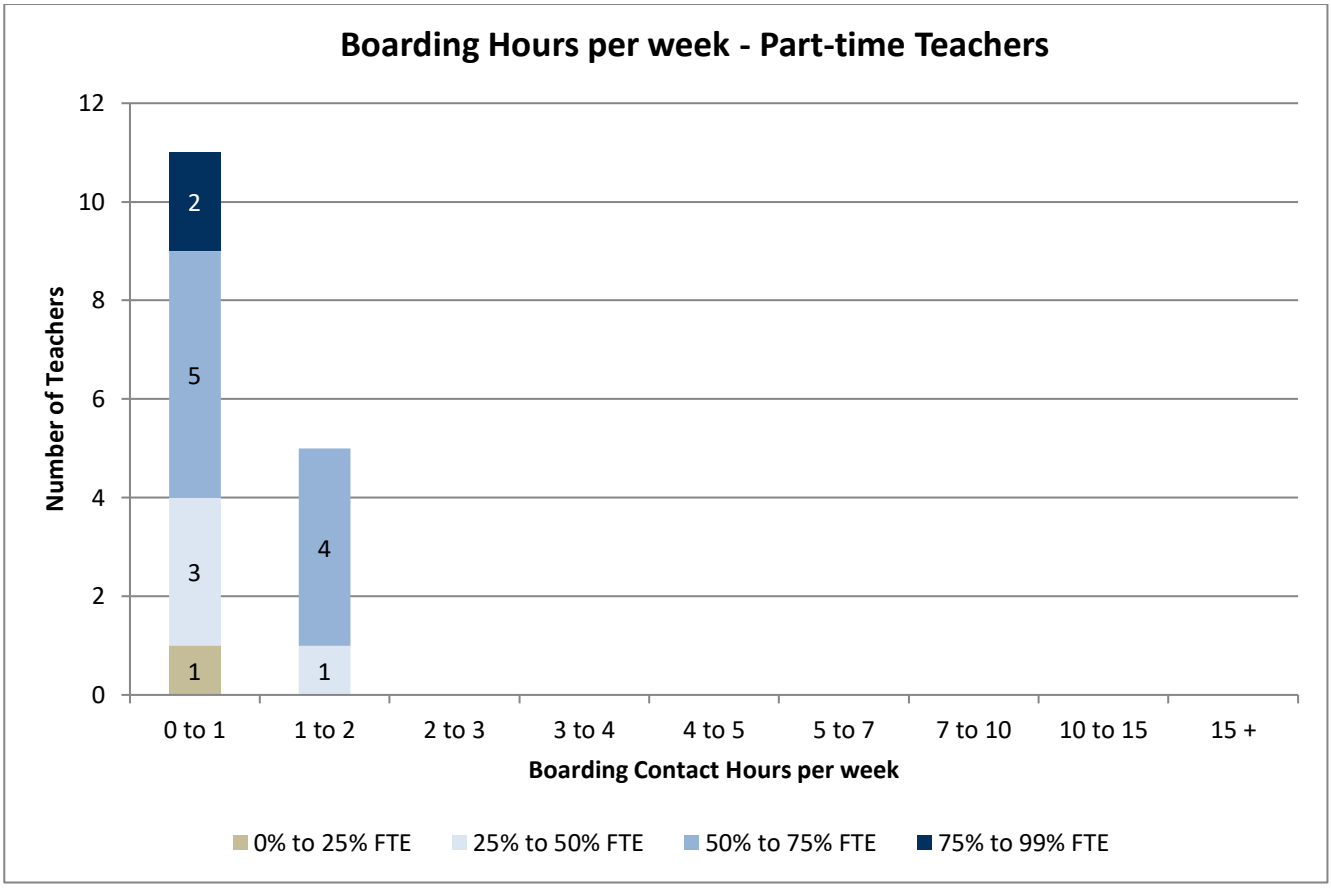
Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report



Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report



Detailed Weekly Allocations for House Staff

The following pages show the time graphs for each teacher with a house role, the different areas of time spent are coloured differently to show how the balance of each teacher's time is currently made up.

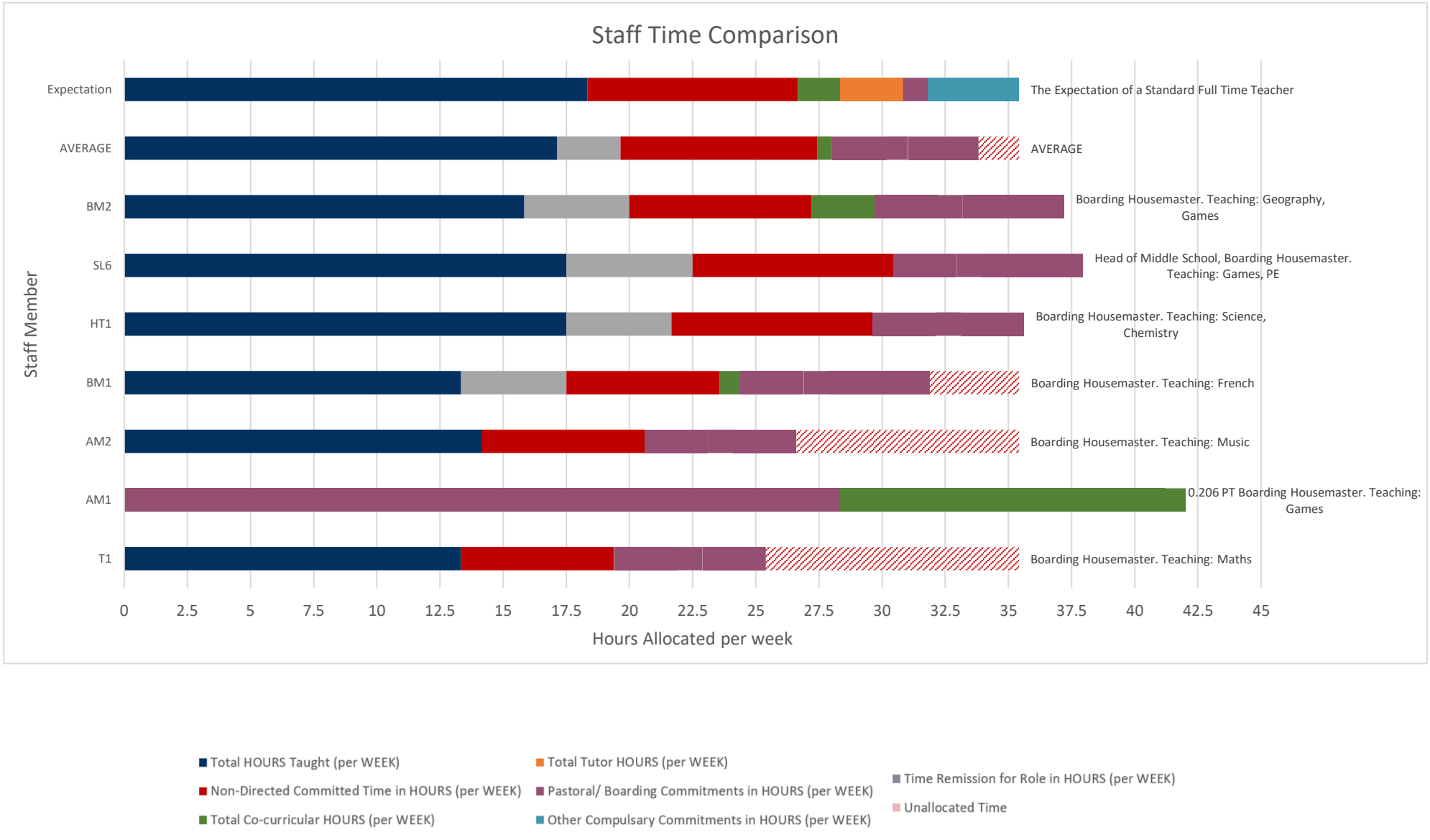
We have grouped these by role to facilitate comparison between the boarding commitments of these teachers. We have provided data below for (in turn):

- Boarding Housemasters/mistresses
- Assistant Housemasters/mistresses
- Resident Tutors
- Day House staff

Time graphs for bespoke groupings are available upon request.

Boarding Housemasters/mistresses

This graph shows the workload allocated to Boarding Housemasters/mistresses, shown for comparison against the expectation of a standard full-time teacher and the average actual balance for this group of teachers.



Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Appendix 1: Data requested from you

We requested the following information from SDB at the initial input stage of the project and have held a Validation Meeting with you to seek to ensure its accuracy. If you have further questions to do with data input, please contact Paul Reynolds. We asked for the following:

1. Basic school information:
    a. Pupil numbers in total, by year group, by House and by type of pupil
    b. Length of timetabled 'period' in minutes, number of periods per day per week and timetable rotation/ cycle
    c. Start and end of timetabled day (what the students see)
    d. Your theoretical maximum allowable class sizes (varying by year-group if necessary)
2. Expectations of a teacher:
    a. Hours or period teaching expectations, teaching staff start and finish times (what the Common Room sees)
    b. Standard week split into –
        i. Teaching periods
        ii. 'Non-directed committed' periods (i.e. non-teaching periods used for marking, preparation and general administrative duties)
        iii. Co-curricular responsibilities
        iv. Evening duties, pastoral duties (including head of year and tutoring), any duties outside the timetabled day and time allocated for duties associated to a role
        v. Any other role requirements
    c. Standard Time remission from teaching load for each individual role (Head of Department, Deputy Head, etc) this does not include remissions *from* duty (i.e. if the remission is given as 'time-off' and not for completion of duties)
3. Full list of all academic subjects taught in a week/ timetable cycle:
    a. This must include: unique set code/ identifying number, subject taught, number of times the set is taught in a week/cycle, year group of set, number of pupils in the set and the teacher allocated to teaching this set
4. Full list of all teachers you wish to be included in this analysis:
    a. This must include: job title/ description, employment type (full/part-time and FTE percentages), secondary role (if applicable), subjects taught, total number of periods taught in a week/cycle, time remission allocated to teacher, co-curricular periods taught, subject taught
5. Payroll for all teachers included in this analysis as a total salary (i.e. not split into constituent parts i.e. scale split from allowances, etc)
6. Full list of all co-curricular activities provided in a week/ timetable cycle:
    a. This must include: number of times this is available in a week/cycle, number of pupils taking it up and the teacher allocated to it.

Appendix 2: High Level Time Information Provided

Breakdown Behind Teacher Time Analysis Charts

The first stage of any real in-depth review into Teacher Workload is to first look at what your school is expecting from, or paying your employees to do, before you attempt to look at what anybody is actually contributing towards this expectation. We do this by looking initially at what time a SDB teacher is expected to arrive in the morning and the earliest they can leave in the evening (ignoring any duties outside the standard day). From this, unpaid, allocated break and lunch times are removed, giving the base hourly expectation from every teacher at SDB in a standard week. This base-line is the expected hourly contribution from all full-time members of staff regardless of whether this time is spent inside or outside the classroom, in more commercial terms, this is how many hours work they are paid to complete.

Teacher's Standard Start Time	08:00
Teacher's Standard Finish Time	16:45
Hours spent at School per Day	8.75
Breaks per Day (in Hours)	1.67
Paid Time per Day (in Hours)	7.08
Expectation outside normal working hours	1.00
Total Paid Time per Week (in Hours)	**35.42**

Then we look at the standard expectation of a SDB teacher in terms of maximum allocations and split of responsibilities, segregating out the maximum possible allocated time assigned for teaching contact time (time physically in the classroom), marking and preparation time related to this teaching, any standard expectation for all staff to contribute to co-curricular activities, tutor responsibilities or pastoral and boarding duties, or any other standard expectation of all teachers at your school.

Standard Expectation of a Full-Time Teacher	Periods/Cycle	Hours/Week
Maximum allowable teaching allocation	22	18.33
Maximum Marking, Prep and Admin allocation	10	8.33
Standard Co-curricular Expectation per week		1.67
Standard Tutoring Expectation per week		2.50
Standard expectation for Pastoral/ Boarding commitments per week		1.00
Any Other Standard Expectation of All Teachers		1.50
Total Expected Commitment per week		**33.33**

Example Senior Day Boarding School

Teacher Workload Review: Time Analysis Report

Any difference between this standard expectation or 'allocation' and the time a teacher is paid to be working is added back to the standard expectations in 'Other Compulsory Duties' (highlighted in **red** below). Only then can you compare any real differences between what your school is paying your teachers for and a teacher's actual contribution against this, any differences can then be identified as 'unallocated' time in a teacher's workload.

Paid Time per Week (in Hours)	35.42
Total Expected Commitment per week	33.33
Difference between Paid Time and Expected Commitment	2.08

Which is added back into the first table so that all teachers will be compared against the numbers below as the total, standard expected commitment from all teachers at your school.

Revised Standard Expectation	Hours
Maximum allowable teaching allocation per week	18.33
Maximum Marking, Prep and Admin allocation per week	8.33
Standard Co-curricular Expectation per week	1.67
Standard Tutoring Expectation per week	2.50
Standard expectation for Pastoral/ Boarding commitments per week	1.00
Any Other Standard Expectation of All Teachers	3.58
Total Expected Commitment per week	**35.42**

We have created a category 'non-directed committed time' which represents the time a teacher has been given to manage their own marking, preparation and administrative duties resulting from their lesson allocation. This has been allocated to all teachers fairly based on the proportion between the maximum possible timetabled periods (from the table above) and the maximum number of periods in a week. Each teacher is then allocated this non-directed committed time as a ratio of their academic teaching contact hours. We have also then split this non-directed committed time back into two specific groups: marking and preparation, and administration separately (this is used in the weightings section of the workload model and explained in further detail in the weightings report, if weightings have been selected by your school).

	Hours
Maximum allowable teaching allocation per week	18.33
Maximum Marking, Prep and Admin allocation per week	8.33
Teaching to Non-Directed Committed Time Ratio	**0.45**